

**The Relevance of Master's Theses to the Degree
Awarded: The Case of College of Education and
Behavioral Studies and Institute of Educational
Research at AAU**

Tewelde Gebremedhn

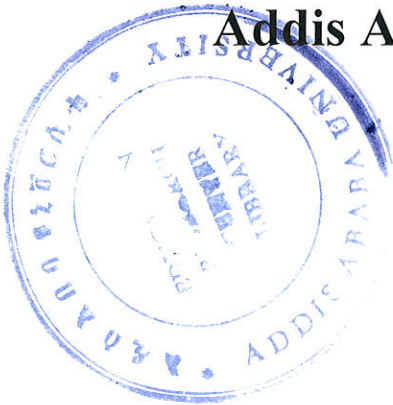


A Thesis Submitted to

The Institute of Educational Research

**Presented in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Educational Research and Development**

Addis Ababa University



Addis Ababa, Ethiopia

June 2014

Abstract

The main purpose of this study was to investigate the relevance of Master's theses to the Degree Awarded: the Case of College of Education and Institute of Educational Research at AAU. A mixed method approach was employed to collect and analyze data for the study. Data was collected from a total of 111 participants (30 instructors and 81 graduate students) drawn from the Institute of Educational Research and College of Education and Behavioral Studies using both open and closed ended questionnaire. Additionally, the researcher reviewed master's theses reports of the 2011/2012 graduate students from the Departments of Educational Planning and Management, Curriculum and Teacher Professional Development Studies and the Institute of Educational Research. The findings of data analysis showed that the relevance and quality of the research carried out by graduate students at the sample programs were not to the required level. The response of the participants in general indicated that they were not satisfied about the relevance of their MA research studies. Specifically, inadequacy of funding, lack of strict admission policy and criteria for topic selection, shortage of time, the overload of advisors, poor research skill of MA students and some instructors, absence of research policy frame works in which all researchers should follow, lack of incentives or rewards for the excellent ones (researchers), weak controlling system of research activities, repetitions of similar research papers and plagiarism were mentioned as the main challenges. Finally, recommendations to improve the current situation are forwarded based on the findings.

ACKNOWLEDGMENTS

First of all, I thank the Super Power Trinity for being this study is accomplished on time. Next, my grateful goes to my advisor Dr. Mulu Nega for his constructive guidance, feedback and unlimited comments till the completion of this research. My appreciative and special thanks also go to my beloved wife Tishal Amaha in which she contributed all her best from the very beginning (admission) of this MA level till the end of this study. Special thanks also go to my Honor Man Mr Hailemichael Yihdego and his wife W/ro Mebrat Alemayehu and their family for their financial support. I also want to say thanks to all participants of this study for their cooperation during the data collection process. My special appreciation and thanks also goes to the staff of the School of Graduate Studies for their collaboration during data collection. Finally, I would like to extend my sincere thanks to Ato Asfawessen Mekonen who gave me the necessary electronic device.

Table of contents

Content	Page
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Basic Research Questions.....	5
1.4 Research Objectives.....	5
1.5 Significance of the Study.....	6
1.6 Delimitation of the Study.....	6
1.7 Limitation of the Study.....	6
1.8 Operational definition of terms.....	7
1.9 Organization of the Study.....	7
2. REVIEW OF RELATED LITERATURES.....	9
2.1 Conceptualizing Research in Education.....	9
2.2 Recent Developments in Educational Research Studies.....	12
2.2.1 The Internet.....	12
2.2.2 Simulations.....	12
2.2.3 Fuzzy Logic.....	13
2.2.4 Geographical Information Systems.....	13
2.3 Conceptualizing Relevance and Quality in Educational Research Studies.....	14
2.4 International Dimension on Graduate Research Studies.....	17
2.4.1 Argentina.....	18
2.4.2 Australia.....	18
2.4.3 Canada.....	18
2.4.4 United Kingdom.....	19
2.4.5 United States.....	19
2.5 Research and Graduate Program - the Link.....	20
2.6 The Context of Graduate Programs at AAU.....	21

2.7 Historical Background of the Addis Ababa University.....	22
2.8 Policy Context concerning the Relevance of Research Studies at AAU.....	25
2.9 The Factors that Influence the Relevance of Graduate Research Studies.....	27
2.9.1 Policy Context of Research Studies.....	27
2.9.2 The University and its Actors Role.....	29
2.10 The conceptual frame work of the study.....	30
2.10.1 The Concept of Research.....	31
2.10.2 Relevance of Research.....	31
2.10.3 Research in Graduate Program.....	32
2.10.4 Factors that Influence the Relevance of Graduate Research Studies.....	32
3. RESEARCH DESIGN AND METHODOLOGY.....	34
3.1 The Research Design.....	34
3.2 Methods of the study.....	34
3.2.1 Participants of the study.....	35
3.2.2 Sampling techniques.....	35
3.3 Data Collection Instruments.....	36
3.3.1 Questionnaire.....	36
3.3.2 Analysis of MA Theses.....	36
3.4 Pilot test.....	37
3.5 Data Analysis Procedures.....	37
4. DATA PRESENTATION AND ANALYSIS.....	38
4.1 Background of MA Student and Instructor Respondents.....	38
4.2 The Degree of Alignment between MA Thesis and the Title of the Degree Awarded.....	40
4.3 Policies and Mechanisms to Ensure the Relevance of Master’s Theses to the Title of the Degree Awarded at AAU.....	45
4.4 The Role of the University in Assuring the Relevance of MA Theses to the	

Title of the Degree Awarded.....	47
4.5 Factors that Influence the Alignment of MA theses to the Title of the Degree Awarded.....	49
4.6 The Results of the Open-ended Questions.....	50
4.6.1 Participants' Response on the Alignment of Theses to the Title of the Degree Awarded.....	50
4.6.2 Participants' Response on Policies and Mechanisms to Ensure the Relevance of Master's Theses to the Title of the Degree Awarded at AAU.....	51
4.6.3 Participants' Response on Factors that Influence the Alignment of MA Theses to the Title of the Degree Awarded.....	52
5. SUMMARY, CONCLUSIONS AND RECOMMNDATIONS.....	55
5.1. Summary.....	55
5.2 Conclusions.....	59
5.3 Recommendations.....	60
References.....	i
Appendixes.....	v
Appendix 1: Questionnaires.....	v
Appendix 2: MA Thesis Topics.....	xiii

List of Tables	page
Table 1: Characteristics of Student Respondents (N=81).....	38
Table 2: Characteristics of Instructor Respondents (N=30)	39
Table 3: Instructor’s Training Status on how to Conduct Research Study and their Engagement in Advising Graduate Students.....	40
Table 4: Student’s Perception regarding the Relevance of their MA Thesis Topics.....	41
Table 5: Satisfactions of Participants on the Degree of Alignment between MA Thesis and the Title of the Degree Awarded.....	41
Table 6: Participant’s Response on the Effectiveness of the Degree of Alignment between MA Thesis and the Title of the Degree Awarded.....	42
Table 7: Participants Perception about the Degree of Alignment between MA Thesis and the Title of the Degree Awarded.....	42
Table 8: Content Analysis of the 2011/2012 MA Theses conducted by Graduate Students of the study areas.....	43
Table 9: the Satisfaction of Participants on Policies and Mechanisms to Ensure the Relevance of Master’s Theses to the Title of the Degree Awarded.....	45
Table 10: the Perception of Participants on Policies and Mechanisms to Ensure the Relevance of Master’s Theses to the Title of the Degree Awarded.....	46
Table 11: Participants Response on the Effective Role of the University in Assuring Relevance of MA Theses to the Title of the Degree Awarded.....	47
Table 12: the Perception of Participants on the Role of the University in Assuring Relevance of MA Theses to the Title of the Degree Awarded.....	48
Table 13: Perceptions of participants on the Factors that Influence the Alignment of MA theses to the Title of the Degree Awarded.....	49

Abbreviations and Acronyms

AAU: Addis Ababa University

AHRC: Arts and Humanities Research Council

AIDS: Acquired Immune Deficiency Syndrome

BPR: Business Process Reengineering

ECCE: Early Childhood Care and Education

EPSRC: Engineering and Physical Sciences Research Council

FDRE: Federal Democratic Republic of Ethiopia

GIS: Geographical Information Systems

HEI: Higher Education Institutions

HERQA: Higher Education Relevance and Quality Agency

HSIU: Haile Sellasie I University

IER: Institute of Educational Research

IPR: Intellectual Property Rights

MRC: Medical Research Council

NGO: Non Governmental Organizations

NCURA: National Council of University Research Administrators

OGSR: Office of the Graduate Studies and Research

ORS: Overseas Research Student

SPSS: Statistical Package for Social Scientists

SRPC: Senate Research and Publications Committee

UK: United Kingdom

UNESCO: United Nations Educational, Scientific, and Cultural Organization

US: United States

USA: United States of America

VPRTT: Vice President for Research and Technology Transfer

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The importance of educating people to ensure a country's economic competitiveness and sustainable development is unquestionable. Without well educated human resource, it would be increasingly difficult to utilize available resources effectively for national development and to benefit from the global knowledge-based economy. Education, therefore, is a major priority of many countries across the globe. In the knowledge based economy of the twenty first century, higher education is crucial to produce the skills required by citizens of a country to be successful in their life. It is a form of human capital that contributes not only to economic development but also to a peaceful, democratic and stable society (Sisay, 2009). In this regard, universities play fundamental role in accelerating the scientific and technological innovations and thereby enhancing the economic vitality and competitiveness of a nation through their basic missions of generating and disseminating knowledge from teaching and research (Geiger, 2006, cited in Mulu, 2009).

There is wide spread agreement that "education is the key to a country's development; it is the transmission of civilization and is the most powerful weapon which you can change the world". Accordingly, the Ethiopian government has given much emphasis to the education sector and has been shown its commitment by implementing new education policy since 1994 (Tessema, 2009). It gives due attention to education as a principal driver of economic development. In particular, higher education is dully considered to ensure the need for trained and skilled manpower, to produce citizens who believe in peace, democracy and multiculturalism and then effectively transform technology (Demeke, 2009). In the present Ethiopia, higher education is considered as an important pillar in the battle to alleviate poverty and all forms of backwardness. Currently, the government is paying all prices in expanding higher education. AAU is one of the public higher learning institutions, which has been expanding its graduate programs over the past years. The

College of Education and Behavioral Science is one of the fast developing educational institutions at AAU that embarked on expanding its existing graduate programs of studies and opening new ones in different disciplines at Master's and PhD level (Andreas, 2009).

According to Mulu (2009), what the Ethiopian higher education institutions are actually doing in the efforts to enhance economic growth and thereby reduce poverty, and how do they play their active role in this regard were not clear. Hence looking at what is currently happening regarding the links between academic research and economic development has paramount importance. A thorough understanding of the links between university research and economic development in Ethiopia requires a detailed analysis of empirical data from different sources and using different techniques and the underlying assumptions of the entire systems related to economic growth, higher education and national innovation systems. Academic linkages can result in great benefits for Ethiopian universities in terms of research and teaching capacity building, and for overseas universities in terms of getting cultural awareness and experience (Sisay, 2009). Maintaining the quality and relevance of research institution requires national commitment and must remain a major objective for international cooperation in the years ahead (Kearney, 2009, cited in Tsige, 2009).

At the graduate level, research is a key ingredient in the institutional identity of universities and an indispensable prerequisite for a successful program of teaching and public service (Weiler and Guri-Rosenblit, Sawyerr, 2008, cited in Mulu, 2009). That is why many universities include academic research as one of their mission or identity themselves as research universities. High quality faculty committed to research and teaching, high quality graduates who want to learn and perform research or function with advanced expertise, research funding, research infrastructures, and high quality leadership are the essential characteristics of high quality research universities (Bienenstock in: Vessuri and Teichler, 2008, cited in Mulu, 2009).

Researchers trigger investigations by gathering and analyzing social, industrial, educational, environmental, political, etc problems and try to suggest solutions depending on their findings. The AAU has formulated its research policy (AAU research policy, 2009, cited in Tsige, 2009). The policy recognizes the synergy between research and graduate teaching, and is refocusing

research activities to nationally relevant research clusters/themes. The objective of research at AAU is to promote interdisciplinary knowledge, improve quality of education, enhance the competitiveness of the university and develop technology, society and culture (Tsige, 2009).

Relevance refers to the alignment of research and training to the economic development needs of the country. Additionally, relevance is concerned with the extent to which learning outcomes are meaningful for all learners, valued by their communities and consistent with national development priorities in changing the global context (Barrett and Tikly, 2011). Particularly, the quality of graduate programs is highly dependent on the relevance and quality of research undertaking in universities. Hence, the purpose of the study is to examine the relevance of research to the degree awarded in selected graduate programs of AAU.

1.2 Statement of the Problem

There is an urgent need for higher educational reform for the purpose of maintaining and strengthening quality standards among other concerns. It is more than necessary to develop a new perception of education and training in order to adapt and enhance the system's relevance, efficiency and quality UNESCO, (1998). However, much more needs to be done because of factors that are affecting the research environment. The ability of research and analysis to assist in meeting this challenge is limited because some of the faculties and institutions of many universities suffer from an absolute lack of skilled researchers and viable research centers, or particular skills at various levels or units of the system.

Even though there are few institutions involved in relevant research, generally many of the higher education institutions in Ethiopia are not actively engaged in research activities. Even the few research undertakings have limited disseminations to the relevant community. The research works are in many cases undertaken for scholarly prestige, catering for individual and donor interests and lack the required capacity in solving institutional and national or societal problems. Many are also characterized by lack of transparency with respect of the selection of researchable topics, participating researchers, fund utilization and modes of accountability. Results are not, for instance, feeding back to the teaching and learning system, improving the curricula, and are not

disseminated to relevant stakeholders who might have direct or indirect relevance and be influenced by the results Teshome, (2004).

In order to make research relevant, efficient and effective, there is a need for constant flow of ideas from researchers to policy-makers and vice-versa. In the Ethiopian situation this dialogue has not existed at the level it should exist. This has partly been due to the absence of a clear-cut policy on the role of research for development Derebssa Dufera (2004).

Like many foreign universities, the mission of AAU is to transmit, develop, disseminate and preserve knowledge relevant to the solution of the basic problems of the country through student-centered quality teaching, research, and creative application of existing knowledge and provision of services to the community (AAU office of the registrar, 2006). To attain its mission, the university has been expanding its postgraduate programs in quantity and type. The main purpose of the expansion of graduate programs is to address the trained staff needs of the newly established universities in particular and the trained labor force needs of the economy in general. This requires ensuring the relevance of training and research programs. In this regard, research is a requirement in many of the graduate programs of the university.

According to Office of the Chief Academic Officer for Research, Office of the Vice President for Research and Dean of the School of Graduate Studies, (2011), even though a large bulk of research is conducted and there is massive research data collection at AAU, the general public and the mushrooming industries in Ethiopia are not beneficiaries of these data in pushing forward the development of this country. Hence, end users have always commented that research at AAU is only for publications, promotions and then shelving of data, which is in BPR terms referred to as lack of customers' satisfaction.

Although some research studies were conducted around quality of research at AAU, very little is known about "the Relevance of Master's Theses to Degree Awarded" at graduate studies of AAU. Hence, this study was initiated to investigate the alignment of masters theses to degree awarded: the case of graduate students at AAU's College of Education and Behavioral Studies and Institute of Educational Research.

1.3 Basic Research Questions

The study was guided by the following basic questions:

- What is the degree of alignment between Master's thesis and the title of the degree awarded at AAU's College of Education and Behavioral Studies and Institute of Educational Research?
- Does the AAU have a mechanism to ensure the relevance of Master's theses to the title of the degree awarded?
- What is the role of the university and its research institutions in assuring the relevance of master's theses to degree awarded?
- What are the factors that influence the alignment of Masters' theses with the title of the degree awarded?
- What can be done to improve the current situation in this regard?

1.4 Research Objectives

The main purpose of this study was to investigate the relevance of MA research papers to the degree awarded: the case of College of Education and Behavioral Studies and Institute of Educational Research at AAU and forward suggestions to improve of the current practices. More specifically this study intends to:

- ❖ examine the degree of alignment between Master's thesis and the title of the degree awarded to post graduate students;
- ❖ find out whether the IER and the College of Education and Behavioral Studies at AAU have a mechanism to ensure the relevance of Master's thesis to the degree awarded;
- ❖ identify the factors that influence the alignment of Masters' thesis with the title of the degree awarded and;
- ❖ suggest recommendations to improve current practices between Master's thesis and the title of the degree awarded.

1.5 Significance of the Study

The main goal of this study was to find out the main constraints (problems) in doing relevant MA research studies at AAU. Therefore, the outcome of this research will:

- Inform all concerned stakeholders about the current status of the alignment between master's theses and degree awarded to graduate students at AAU.
- Help policy makers and practitioners to devise mechanism that able to ensure the relevance of master's theses to the degree awarded.
- Help the IER and the College of Education and Behavioral Science at AAU to use the results as an input in preparing rules and regulations to conduct relevant study by its graduate students.
- Serve as a spring board for further studies.

1.6 Delimitation of the Study

Investigating the status of graduate programs requires looking into many dimensions. This study is, however, delimited to examine the relevance of master's thesis to the degree awarded in selected programs of the AAU. To make the study manageable, the other dimensions of graduate programs are beyond the scope of this study.

1.7 Limitation of the Study

This study lacks most recent and related review of literatures. On the other hand, the main challenges of the study were: unwillingness and unavailability of some graduate students and instructors to return the questionnaires. The other factor was shortage of adequate and relevant research materials that may serve as references to this study. But in order to assure the reliability and validity of the study, the researcher pays additional costs with respect of time and resource to collect possible data on the given problem. Hence, the researcher tried to fill the gap by taking more time and additional fund to generate valuable information from soft and hard sources.

1.8 Operational Definition of Terms

Relevance: having some sensible or logical connection with something else. In this case, it is the degree of relationship between the MA theses studies to their title degree awarded.

MA Theses: the study which conducted by graduate Students for the partial fulfillment of the requirements for the degree of masters. On the other hand, it is a dissertation based on original research, especially as work toward an academic degree.

Degree Awarded: a title awarded by a university or college following successful completion of a course of study or period of research, or a similar title granted as an honor.

1.9 Organization of the Study

The study incorporates five chapters. The First Chapter deals with Back Ground of the Study, Statement of the Problem, Basic Research Questions, Research Objectives, Significance of the Study, Delimitation of the Study, Limitation of the Study and Operational Definition of Terms. The Second Chapter focuses on the Review of Related Literatures which lays on Conceptualizing Research in Education, Recent Developments in Educational Research Studies, Conceptualizing Relevance and Quality in Educational Research Studies, International Dimension on Graduate Research Studies, Research and Graduate Program - the Link, The Context of Graduate Programs at AAU, Historical Background of the Addis Ababa University, Policy Context Concerning the Relevance of Research Studies at AAU, The Factors that Influence the Relevance of Graduate Research Studies and The Conceptual Frame Work of the Study. While the Third Chapter deals with Research Design and Methodology which includes The Research Design, Methods of the study, Data Collection Instruments, Pilot test and Data Analysis Procedures. The Fourth Chapter presents Data Presentation and Analysis which consist Background of MA Student and Instructor Respondents, The Degree of Alignment between MA Thesis and the Title of the Degree Awarded, Policies and Mechanisms to Ensure the Relevance of Master's Theses to the Title of the Degree Awarded at AAU, The Role of the University in

Assuring the Relevance of MA Theses to the Title of the Degree Awarded, Factors that Influence the Alignment of MA theses to the Title of the Degree Awarded and The Results of the Open-ended Questions. Finally, the Fifth Chapter deals the Summary, Conclusions and Recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter presents the review of related literatures of the study; in which it begins with conceptualizing research in education in section 2.1, followed by recent developments in educational research studies, conceptualizing relevance and quality in educational research studies and international dimension on graduate research studies in sections 2.2, 2.3 and 2.4. Research and graduate program - the link, the context of graduate programs at AAU and historical background of the Addis Ababa University are discussed in sections 2.5, 2.6 and 2.7 respectively. Finally, the policy context concerning the relevance of research studies at AAU, the factors that influence the relevance of graduate research studies and the conceptual frame work of the study are presented in sections 2.8, 2.9 and 2.10 respectively.

2.1 Conceptualizing Research in Education

Research is a systematic process of active inquiry and discovery through collecting, analyzing, and inferring from data so that we can understand a given phenomenon in which we are interested. It is also wondering about the world around us, developing ways in which to address such wonderings, and adding to the body of knowledge we believe we have (Cohen, Manion, and Morrison, 2005).

Progress in almost every field of science depends on the contributions made by systematic research. Thus research is often viewed as the cornerstone of scientific progress. Broadly defined, the purpose of research is to answer questions and acquire new knowledge. Research is the primary tool used in virtually all areas of science to expand the frontiers of knowledge. Although research studies are conducted in many diverse fields of science, the general goals and defining characteristics of research are typically the same across disciplines. For example, across all types of science, research is frequently used for describing a thing or event, discovering the relationship between phenomena, or making predictions about future events. In short, research

can be used for the purposes of description, explanation, and prediction, all of which make important and valuable contributions to the expansion of what we know and how we live our lives (Marczyk, DeMatteo, and Festinger, 2005).

Not all educators have an understanding and appreciation of research. For some, research may seem like something that is important only for faculty members in colleges and universities. Although it is true that college and university faculty members value and conduct research, personnel in other educational settings also read and use research, such as school psychologists, principals, school board members, adult educators, college administrators, and graduate students (Creswell, 2012). Hence, research is important for three reasons.

The first reason is, research adds to our knowledge. Educators strive for continual improvement. This requires addressing problems or issues and searching for potential solutions. Adding to knowledge means that educators undertake research to contribute to existing information about issues. Through research we develop results that help to answer questions, and as we accumulate these results, we gain a deeper understanding of the problems. In this way, researchers are much like bricklayers who build a wall brick by brick, continually adding to the wall and, in the process, creating a stronger structure (Creswell, 2012).

The second reason is research improves practice. Research is also important because it suggests improvements for practice. Armed with research results, teachers and other educators become more effective professionals. This effectiveness translates into better learning for kids. For instance, through research, personnel involved in teacher education programs in schools of education know much more about training teachers today than they did 20 years ago, (Zeichner, 1999, cited in Creswell, 2012) summarized the impact of research on teacher training. That is, teacher trainers today know about the academic capabilities of students, the characteristics of good teacher training programs, the recurring practices in teacher training programs, the need to challenge student beliefs and worldviews, and the tensions teacher educators face within their institutions. But before these research results can impact teacher training or any other aspect of education, individuals in educational settings need to be aware of results from investigations, to

know how to read research studies, to locate useful conclusions from them, and to apply the findings to their own unique situations (Creswell, 2012).

The other reason is that research informs policy debates. In addition to helping educators become better practitioners, research also provides information to policy makers when they research and debate on educational topics. Policy makers may range from federal government employees and state workers to local school board members and administrators, and they discuss and take positions on educational issues important to constituencies. For these individuals, research offers results that can help them weigh various perspectives. When policy makers read research on issues, they are informed about current debates and stances taken by other public officials. To be useful, research needs to have clear results, be summarized in a concise fashion, and include data-based evidence (Creswell, 2012).

Educational Policy makers may range from federal government employees and state workers to local school board members and administrators, and they discuss and take positions on educational issues important to their constituencies. For these individuals, research offers results that can help them weigh various perspectives. When policy makers read research on issues, they are informed about current debates and stances taken by other public officials. To be useful, research needs to have valid results, be summarized in a concise fashion, and include data-based evidence. Among other things, by conducting research, researchers attempt to reduce the complexity of problems, discover the relationship between seemingly unrelated events, and ultimately improve the way we live. This is typically accomplished by conducting research that permits drawing valid inferences about the relationship between two or more variables (Kazdin, 1992, cited in Cohen, Manion, and Morrison, 2005).

Prime Minister Meles (2006) noted that in his opening speech at the conference on strategic planning of Addis Ababa University, that the universities should be able to produce well trained graduates capable of fully producing and adapting novel as well as received technologies to the country's economic development; educational research is asserted to investigate a problem, theory and idea in the HEIs (MoE, 2008). The purpose of educational research is solving problems practically and also it is oriented towards the scientific community and has little to do

with what happens in schools as teachers rarely informed of the results (Besley, 2009, cited in Teklegerima, 2012).

2.2 Recent Developments in Educational Research Studies

Educational research is eclectic in its paradigms, traditions, methodologies, instrumentation and data analysis. Furthermore, it is important to recognize that educational research is integrative. It steps over the traditional boundaries of different disciplines; its epistemological basis being, in part, derivative, and suggestive of a need to cross such boundaries and protected territories (Marczyk, DeMatteo, and Festinger, 2005). Educational research is both modern and postmodern. Just as new knowledge crosses traditional epistemological boundaries; it is at the frontiers of traditional disciplines and creates new ones. So research, in its endeavor to create new knowledge, need not be hidebound by tradition. Education opens minds; educational research should be open to new developments (Marczyk, DeMatteo, and Festinger, 2005). The main sources of information for research are discussed below:

2.2.1 The Internet. The storage and retrieval of research data on the Internet play an important role not only in keeping researchers abreast of developments across the world, but also in providing access to data which can inform literature searches to establish construct and content validity in their own research. On-line journals, abstracts and titles enable researchers to identify the cutting edge of research and to initiate a literature search of relevant materials on their chosen topic. Websites and e-mail correspondence enable networks and information to be shared (Marczyk, DeMatteo, and Festinger, 2005).

2.2.2 Simulations. Outside the world of education, the practice of simulation is used extensively in order to identify problems and weaknesses so that action can be taken (i.e. focus is on the 'trailing edge' of weaknesses rather than to the successful aspects of the organization and its operation). The practice proceeds on the premise that; unchecked, minor flaws and errors could escalate into huge failures at a systems level. Simulations have two main components: a *system* in which the researcher is interested and that lends itself to be modeled or simulated, and a *model* of that system (Wilcox, 1997, cited in Marczyk, DeMatteo, and Festinger, 2005). Simulation is

an emerging field in educational research, though it has been used in the natural sciences and economic forecasting for several decades. Three immediate applications of simulations have been in the field of educational change (Ridgway, 1998, cited in Marczyk, DeMatteo, and Festinger, 2005). First it is argued that the complexity of the change process might be best understood as a complex, emergent system inspection. Second, it exposes some major flaws in the inspection process (Tymms, 1996 & 1997, cited in Marczyk, DeMatteo, and Festinger, 2005). Third, it indicates the limitations of linear (input and output) or multi-level modeling to understand or explain why schools are effective or why there is such a range of variation between and within schools. Tymms (1996, 1997) puts forward the case for using simulations based on mathematical modeling to account for such diversity and variation between schools; as he argues in his provocative statement: 'the world is too complicated for words' of course. Similarly, for qualitative researchers the world may be even too complicated for numbers (Marczyk, DeMatteo, and Festinger, 2005).

2.2.3 Fuzzy Logic. Computer simulations can be extended to include the developing field of 'fuzzy logic'. Here the researcher sets out to ascertain the extent to which a particular measure conforms to a semantic ideal. Hence, according to Fourali, (1997, cited in Marczyk, DeMatteo, and Festinger, (2005), Fuzzy logic recognizes that properties (e.g. fast, slow, tall, low, high, moderate, adequate, mature, developed, competent) have continuously varying values, and that we partition these values comparatively and arbitrarily into semantic categories or sections (e.g. on a rating scale). Within each category there is variation. In the field of education, Fuzzy logic enables us to gain a more precise measurement of the variance *within* and *between* these semantic categories. It recognizes that imprecision rather than bivalence (*either* something is *or* is not the case) is a characteristic of many phenomena. Fuzzy logic opts for shades of grayness rather than black-or-white (Kosko, 1994, cited in Marczyk, DeMatteo, and Festinger, 2005).

2.2.4 Geographical Information Systems. The role of computer technology for educational research purposes has extended the boundaries of discipline-based research. An example of this is the use of geographical information systems which are being used in the health services as well as in education. Educational policy frequently has geographical implications and dimensions, e.g. catchment areas, school closures, open enrolment and school choice, the

distribution of resources and financial expenditure, the distribution of assessment scores and examination results. Geographical Information Systems (GIS) is a computer based system for capturing, storing, validating, analyzing and displaying spatial data, both large and small scale, integrating several types of data from different sources. Accordingly, the political sensitivity and significance of these kinds of data are immense, indicating how research can inform policy-making and its effects very directly. Hence, it provided a straightforward, fully-referenced introduction to the field of research in education, and present case studies of catchment areas and examination performance, the redistribution of school catchments, and the pattern of movements in catchments (Worrall, 1990, Parsons, Chalkley and Jones, 1996, cited in Marczyk, DeMatteo, and Festinger, 2005).

2.3 Conceptualizing Relevance and Quality in Educational Research Studies

Relevance is considered particularly in terms of the role of higher education as a system and of each of its institutions towards society UNESCO, (1998). It includes matters like democratization of access and broader opportunities for participation in higher education during various stages of life, links to the world of work and the responsibilities of higher education towards the education system as a whole. No less important is participation by the higher education community in the search for solutions to pressing human problems such as population, environment, peace and international understanding, democracy and human rights. In relation to this UNESCO, (1997:2) states the following:

the idea that higher education should participate in the improvement of the whole education system appears in the definition; it says that 'most concrete contributions can be made a reality via: training teachers, transforming students into active agents of their training; promoting socio-educational research into such problems as early school drop-outs and students' repeating courses; and ensuring its contribution to the design of state policies in the field of education.

Universities as social institutions with a commitment to the lives of their societies should generate knowledge and information through relevant research studies. To generate these, however, research should be more and more thematic. Thematic research fosters cross-disciplinary research; it promotes a profound understanding of cross-cutting issues or issues that require detailed studies; it encourages researchers to become more involved in interdisciplinary

and cooperative research programs; it enhances networking; and contributes significantly to research outcomes with clear potential for advancement of science and technology; economic, social or cultural benefits (Tunnermann and Chau, 2003, cited in Tsige, 2009).

It is essential that research studies should benefit the communities where the research occurs. In other words, research studies should be in tune with the communities' needs and wants, and the results should be made available to them. Often, projects are developed without the input of local partners. Unfortunately, professional researchers and student researchers alike often do not pursue locally relevant research studies, especially with regard to research that takes place in developing countries (Kagwa, 2008).

Relevance means, bearing up on or properly applying to the matter at hand. It is also expressed as: affording evidence tending to prove or disprove the matters at issue or under discussion. We say something is relevant when it has a connection, especially a logical connection with a matter under consideration. On the other hand, a thing is relevant when it has so close a relationship with a case in hand that it cannot be dispensed without serious attraction of the case. Relevant stresses a more decisive or significant relationship, characterizing what not only bears up on but also contributes materially to the understanding or solution of a problem or matter in hand (Webster 1976, third new international dictionary, Encarta, 2009, and Microsoft Corporation, 1993-2008). Relevance is concerned with the extent to which learning outcomes are meaningful for all learners, valued by their communities and consistent with national development priorities in a changing global context (Barrett and Tikly, 2011).

According to UNESCO's (1998) policy paper for change and development in higher education, one basic assumption is that quality is linked to relevance. In other words, quality has no meaning without relevance as stated in the Arab States Declaration. Quality is a concept which depends to a large extent on the contextual setting of a given system, institutional mission, or conditions and standards within a given disciplines. Based on this concept, (UNESCO, 1998:4) states that:

quality in higher education is a multidimensional concept, which should embrace all its functions and activities such as teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipment, services to the

community and the academic environment, internal self-evaluation and external review conducted openly by independent specialists; if possible with international expertise, are vital for enhancing quality.

Quality and relevance were taken central to genuine higher education reform. According to Akalewold (2008), it was considered in terms of the role of higher education as a system and of each of its institution towards society. Quality in higher education was understood as it being linked to relevance. Quality thus, has no meaning without relevance.

The Ethiopian government established the Higher Education Relevance and Quality Agency (HERQA) through higher education proclamation 351 in 2003 with the aim of monitoring and supporting higher education institutions so that they can provide quality and relevant higher education. In 2009, its mandates and responsibilities have been amended through another proclamation N^o 650. HERQA has been established because of the need for Ethiopia to have a high quality assurance agency capable of monitoring Higher Education Institutions (HEI) to ensure that they provide a high quality and relevant higher education provision in the country. One of the central roles of HERQA is to encourage and assist the growth of an organizational culture in Ethiopian higher education that value quality and is committed to continuous improvement (Wondimagegn and Tigist, 2010).

Research is one of the ten domains of institutional quality audit set by HERQA. Flic, (2007, cited in Teklegerima, 2012) argued that the relevance of the research result is another quality issue in research. Quality can be framed in terms of credibility, validity, reliability and objectivity. Perhaps another indicator for this development needs its current relevance of the question of how to evaluate qualitative research, the plans, the methods and the results obtained.

Some people raised a question and debated in conducting relevance research (JESSE, 2002, cited in Wilson, 2002). This kind of debate is common in areas of research that have close connection to a field of practice - it occurs in social work, education, and information systems. And, it is from the information systems field, as being closest to our own, that we draw an analysis that may be useful to us. Benbasat and Zmud, (1999, cited in Wilson, 2002:12), explored, '*...why*

most IS academic research today lacks relevance to practice... The reasons they adduce are interesting for us, falling as they do into the following categories:

- An emphasis on rigor over relevance; that is, a concern to establish an academic discipline on the traditional model, rather than seeking to address the concerns of information system practitioners;
- Lack of a cumulative tradition; partly because of the diverse nature of the information systems field and its related research, making it difficult for one specialist even to understand the work of another;
- The dynamism of technology; which adds uncertainty and complexity to the field and results in researchers 'chasing after practice rather than leading practice';
- Limited exposure to relevant contexts; 'in order that IS research be relevant, IS researchers must in some form or another be exposed to the practical contexts where IT-related usage and management behaviors unfold. For many IS-academics, such exposure tends to occur infrequently and, when it does occur, tends to be insufficiently targeted, insufficiently rich, or both.' and, finally,
- Institutional and political factors; meaning, briefly that in many situations tenure and promotion decisions, as well as the grant-awarding policies of various agencies, assume attention to rigor, rather than to relevance.

It becomes increasingly evident that many research fields are affected by almost exactly the same factors when it comes to the relationship between research and practice.

2.4 International Dimension on Graduate Research Studies

There are different strategies that different countries of the world applied to qualify their students in master's degree program. Graduate education can involve studying for qualifications such as postgraduate certificates and postgraduate diplomas. They are sometimes used as steps on the route to a degree, or as part of training for a specific career, or as a qualification in an area of study too narrow to warrant a full degree course. Here are some selected countries and their experience in certifying master's thesis. These countries are selected based on the relevance of their experience and availability of data.

2.4.1 Argentina. Upon completion of at least two years' research and course work as a postgraduate student, a candidate must demonstrate truthful and original contributions to his or her specific field of knowledge within a frame of academic excellence. The Master and Doctoral candidate's work should be presented in a dissertation or thesis prepared under the supervision of a tutor or director, and reviewed by a postgraduate committee. This committee should be composed of examiners external to the program, and at least one of them should also be external to the institution (Bloom, Karp, Cohen, 1998).

2.4.2 Australia. Australian first class honors (1 year research postgraduate program that requires a completed an undergraduate (pass) degree with a high grade-point average). In scientific research, it is commonly accepted that an Australian postgraduate honors is equivalent to a British Master's degree (in research) (Bloom, Karp, Cohen, 1998). The Australian government usually offer full funding (fees and a monthly stipend) to its citizens and permanent residents who are pursuing research-based higher degrees. There are also highly competitive scholarships for international candidates who intend to pursue research-based programs. Requirements for research-based programs vary among universities. Generally, however, a student is not required to take taught modules as part of their candidacy. In such cases, an alternative degree will be awarded for their previous work, usually an M.Phil or M.Sc. by research (Bowen & Neil, 1992).

2.4.3 Canada. Admission to a doctoral program typically requires a master's degree in a related field with sufficiently high grades, recommendations, and samples of writing, a research proposal, and typically an interview with a prospective supervisor. Requirements are often set higher than those for a master's program. In exceptional cases, a student holding an honors BA with sufficiently high grades and proven writing and research abilities may be admitted directly to a Ph.D. program without the requirement to first complete a master's. Graduate students must usually declare their research goal or submit a research proposal upon entering graduate school. Both master and doctoral programs may be done by coursework or research or a combination of the two, depending on the subject and faculty. Most faculties require both, with the emphasis on research, and with coursework being directly related to the field of research. Master's candidates undertaking research are typically required to complete a thesis comprising some original research and ranging from seventy to two-hundred pages (Bowen & Neil, 1992).

2.4.4 United Kingdom. Admission to undertake a relevant research degree in the UK typically requires a good bachelor's degree. At the Master's level, there is more funding available to those in the sciences than in other disciplines. Such funding generally comes from research councils such as the engineering and physical sciences research council (EPSRC), arts and humanities research council (AHRC), medical research council (MRC) and others. The most widely available, and thus important, award for overseas students is the overseas research student (ORS) award, which pays the difference in university fees between an overseas student and a British or EU resident (Bloom, Karp, Cohen, 1998).

2.4.5 United States. Graduate students often declare their intended degree (master's or doctorate) in their applications. Many masters and all specialist students will perform research culminating in a paper, presentation, and defense of their research. This is called the master's thesis (or, for educational specialist students, the specialist paper). However, many US master's degree programs do not require a master's thesis, focusing instead primarily on course work or on "practices" or "workshops". Such "real-world" experience may typically require a candidate work on a project alone or in a team as a consultant, or consultants, for an outside entity approved or selected by the academic institution, and under faculty supervision. Some schools have an intermediate category, passing at the master's level, which allows the student to leave with a master's without having completed a master's thesis. Though there is substantial variation among universities, departments, and individuals, humanities and social science, these differences are due to the differing nature of research between the humanities and some social sciences and the natural sciences, and to the differing expectations of the discipline in coursework, languages and length of thesis. Many departments, especially those in which students have research or teaching responsibilities, offer tuition-forgiveness and a stipend that pays for most expenses. In some fields, research positions are more coveted than teaching positions because student researchers are typically paid to work on the dissertation they are required to complete anyway, while teaching is generally considered a distraction from one's work. Research positions are more typical of science disciplines; they are relatively uncommon in humanities disciplines, and where they exist, rarely allow the student to work on their own research (Bloom, Karp, Cohen, 1998).

2.5 Research and Graduate Program - the Link

The goal of HIE is to educate qualified graduates and responsible citizens, advance, create and disseminate knowledge through research and provide relevant expertise. A master's degree is an academic degree granted to individuals who have undergone study demonstrating a mastery or high-order overview of a specific field of study or area of professional practice. Within the area studied, graduates are posited to possess advanced knowledge of a specialized body of theoretical and applied topics; high order skills in analysis, critical evaluation or professional application; and the ability to solve complex problems and think rigorously and independently. Upon completion of at least two years' research and course work as a postgraduate student, a candidate must demonstrate truthful and original contributions to his or her specific field of knowledge within a frame of academic excellence. For example, in Argentina, Ph.D. entrance requirements in the higher ranked schools typically require a student to have graduate research honors or a master's degree by research, or a master's with a significant research component. In others, graduate students must usually declare their research goal or submit a research proposal upon entering graduate school (Bloom, Karp, Cohen, 1998).

Furthermore, the core missions and values of higher education are to contribute to the sustainable development and improvement of society as a whole. This should be preserved, reinforced and further expanded, namely: to advance, create and disseminate knowledge through research and provide, as part of its service to the community (UNESCO, 1998). Universities as social institutions and the graduate students with a commitment to the lives of their societies should generate knowledge and information through research (Tsige, 2009).

Effective and efficient university-industry linkage is a necessary condition for knowledge and technology transfer from university to the industry. University graduates and research outputs have to be absorbed by the industry. The industry is also a source of finance for university research activities and source of information for quality assurance so that graduates with high level of knowledge and skills as required by the industry can be produced. The outcomes of research undertaken in universities have to be transferred to the industry integrated to the products and services of the industry and impact the leaving standard of the society. The AAU has clearly articulated its vision, mission and core values in line with its roles to serve as a

research and graduate university (Addis Ababa University Office of the Vice President for Research and Technology Transfer University Journals Information Summary, 2013). Hence there is a strong bond between research and graduate programs. Which means, since the core missions and values of higher education is to contribute to the sustainable development and improvement of society as a whole through scientific research studies and the main actors to do these studies are graduate students, research and graduate programs are highly interrelated in universities.

2.6 The Context of Graduate Programs at AAU

The Tokyo conference (UNESCO, 1998) suggests that: governments must expand and diversify opportunities for every citizen to benefit from higher-level-skills, training, knowledge and information which are the qualifications for entry into the world of work.

Following the huge expansion of higher education institutions in Ethiopia, AAU has been entrusted with the mission of building the human resource needs of the emerging public universities. Consequently, the university has been accepting graduate applicants primarily from these universities as has been arranged with the ministry of education. The Addis Ababa University has gone through a series of changes, reorganizations and transformations cognizant of the timely demands to keep up with the changes and strategic directions imposed by internal and external conditions in order to ensure its relevance and effectiveness in executing its strategic functions. The services rendered by the university in the training of high level skilled manpower and professionals in various key areas of development and the research outputs are unprecedented. Until recently, it has been the only source of highly qualified professionals and the one that was engaged in an integrated basic and applied scientific research in broad academic areas in the country. The graduate program expansion is aimed primarily to provide quality programs to junior academic staff of public universities with the required training level; master's degree, specialty certificate, sub-specialty certificate or PhD degree; and thereby improve the faculty profiles of the universities. In addition, the programs are also expected to produce the required highly qualified manpower to the sector ministries, research organizations and private institutions of higher learning and other stakeholders (www.aau.edu.et)

The AAU articulated its leading role, among higher education institutions in the country, which obliges it to mirror its future growth in the light of expanding and maintaining excellence in relation to graduate studies. In this respect, the university is striving towards excellence in teaching and learning, research and contributions to the wider community, where it would take democratic principles, multiculturalism, gender mainstreaming and affirmative procedures in perspective. In view of the new strategic vision, reforms are underway in the different sections and units of AAU. One of the striking developments in the recent history of AAU is graduate program expansion. It was in the 1978/79 academic year that Addis Ababa University stretched its arms to graduate level education in a limited number of academic programs. The Graduate Programs at AAU is firmly linked with undergraduate education and research (www.aau.edu.et.)

Addis Ababa University has been expanding its academic programs since the past few years to meet the growing demand for educated personnel in the country. In the 2012/13 academic year, the AAU has a total enrolment of nearly 48,000 students and about 7,000 staff (both academic and support). It runs 76 undergraduate and 219 graduate programs (72 PhD and 147, Masters) (AAU, 2012/13).

2.7 Historical Background of the Addis Ababa University

Modern higher education in Ethiopia was begun with the founding of the university college of Addis Ababa on March 20, 1950. In February 1961, a charter brought all faculties and colleges under the university together to form the Haile Sellassie I University (HSIU), and in the inauguration ceremonies of December 18, 1961, the former palace grounds (the sdist kilo campus) became the main campus of the new university. As of 1974, many of the programs in education, social work and arts were restructured following the revision of curricula designed to reflect the principle of socialism. Later in 1979 the various faculties register vertical growth by incorporating higher level studies such as masters and specialty certificates, and PhD degrees later on. More recently, commercial college, centralized school of music, school of fine arts and design were incorporated in to the AAU structure. Most of the former outlying AAU campuses grew into full-fledged universities and others expanded considerably. The initial name of the university was “university college of Addis Ababa” in 1950, then after it was renamed Haile

Selassie I University (HSIU) in 1962 and become Addis Ababa University in 1975 (AAU office of the registrar, 2006).

Following the new organizational adjustments in 2012/13 academic year, the total number of academic staff in the university was 2408 and the different academic units at the university were reorganized in 10 colleges, 7 institutes and 1 library staff (AAU Description, 2013, from coverletter.eastchance.com). Among the given colleges and institutes, the college of education and behavioral studies and the institute of educational research in which they have the duties and responsibilities of teaching and conducting research at AAU are described as follow:

Beginning 1952, the College of Education was opened the major area courses in the then arts faculty. In 1963, it was promoted to the level of faculty of education and it started training educators in different fields through its five departments: elementary education, secondary education, psychology, library science and technical teacher education. Based on the goals of the current Ethiopian ministry of education, the college has the following mission, vision, and core values; the overall mission of the college of education is to undertake teaching, research, and community services geared to development of the education sector and related fields (www.aau.edu.et). More specifically the mission of the college is to:

- Prepare high-caliber, committed, confident and socially responsible educators, educational policy analysts, educational planners, educational managers/leaders, and human resource developers, trainers and teachers.
- Support implementation of the AAU wide reform in educational managements, pedagogy and curriculum through capacity building endeavors
- Undertake educational research to generate new and innovative approaches; and enhance the dissemination of outputs through nationally and internationally recognized journals and related publications.
- Forge and promote partnerships locally and internationally so as to enhance the development of net works in the area of education and educational research.
- Establish learning and teaching; educational policy and leadership study; and early childhood care and education (ECCE) centers;

- Establish primary and secondary model schools that can also be used to test innovations and train would be teachers and
- Provide consultancy services for educational institutions, the public and policy makers.

As vision, the college of education aspires to be the center of excellence in teacher education, educational management, educational research and training through extensive usage of modern information and educational communication technologies at all levels. The college maintains, as its core values, the cherished ethical, intellectual, personal and social values that influence the choice of teaching methods, research agenda, and dissemination of research results (www.aau.edu.et/index.php/colleges).

The Institute of Educational Research (IER) was founded in 1984 to serve as research outlets for instructors and researchers in their quest for undertaking studies which are relevant to their respective disciplines (Canisius. Kanangire, 2010). The mission of the IER is to support educational faculties in identifying significant education and policy issues; encouraging individual, collaborative and interdisciplinary inquiry; locating external funding sources; preparing grant proposals and providing post-award management services. Its main goal in the establishment of the IER in AAU was to support the college of education by conducting relevant research studies around educational activities. Hence, the IER is an institution conducting interdisciplinary research. It is concerned with the function and effectiveness of the education system. The Institute also promotes evidence-based policy and practice, in particular, studies that can be used to inform educational practice and policy development at both national and local levels. The institute participates in national and international research projects, prepares reports, expert opinions and carries out advisory functions. It is also employs sociologists, psychologists, educators, economists and political scientists - most of whom are eminent specialists in their fields with considerable professional expertise not only in research work but also in teaching, public administration, market/public opinion research and NGOs (AAU, 2012)

2.8 Policy Context Concerning the Relevance of Research Studies at AAU

The 2003 higher education proclamation (FDRE, 2003), which was modified in 2009 (no. 650/2009, FDRE, 2009), is the legal framework for the operation of the higher education system in the country. This proclamation sets all the requirements, principles and laws for the establishment and functioning of a higher education institution in Ethiopia. With regard to quality assurance, the proclamation demands the establishment of a national quality assurance system as well as internal quality assurance mechanisms at a university level. In the context of higher education, the legal environment may contain proclamations, funding and quality regulatory frameworks, government control over higher education, policies regarding government's initiatives to widen access, etc. The regulative aspect refers to the internal quality assurance and external quality control mechanisms. In this regard, the government can play an important role in setting the legal framework and establishing quality regulations, licenses and accreditation that legitimizing quality education (Brookes and Becket, 2008, cited in Mulu, 2012).

The responses of higher education to a changing world should be guided by three watch words which determine its local, national and international standing and functioning is relevance, quality and internationalization (UNESCO, 1998). In the context of these new orientations, every higher education policy should fit into the particularly complex social dynamics of the training and/or research institutions (universities, teacher training colleges, institutions...) that have interfaces with secondary or "pre-university" education on the one hand and with the world of work and the development concerns of the States on the other. The relevance of higher education should be perceived in terms of its role and place in society, its mission as regards training and research and the resultant services. It should also be seen in terms of its linkages with the world of work (in the widest sense), its relationship with the state and sources of funding as well as its interactions with other levels and forms of education.

The Ethiopian Education and Training Policy (1994), has been the major framework for higher education reform and transformation. The policy stresses issues of quality and relevance in educational programs; quality of teaching staff and facilities; improvement of learning process

towards a focus on students; and improvement in the system of evaluation, monitoring, autonomy and accountability. Additionally, the Federal Democratic Republic of Ethiopia higher education proclamation (FDRE, 2003, cited in Mulu, 2009) states that transferring the general, scientific and professional knowledge and skills through teaching and research, producing qualified and skilled man power in quality and quantity that will make the country globally competitive, and designing and providing education and social service that are compatible with the needs and development of the country are articulated in Ethiopia. The proclamation farther states that an institution shall identify research areas to prioritized and conducted in line with the needs of the country and enable to equip trainees with basic knowledge and skills that help them to undertake studies and research. This indicates that the universities are expected by law to engage in research that serves the developmental needs of the country.

The office of the graduate studies and research(OGSR) deemed it necessary and timely to put in place revised graduate program policy in order to provide quality and relevant programs in several key disciplines and to conduct research and creative activities that enhance the intellectual, cultural, environmental and economic development of the nation. The major components of the graduate program policy include: policy for review of new programs and changes in existing programs, policy and procedures for review of existing programs, guidelines and procedures for thesis/dissertation research and cost recovery schemes for graduate programs.

The OGSR policy frame work (2006/07, cited in Tsige, 2009: 87-90) states the following:

‘general requirements, basis and procedures in the selection of research topics, guidelines on thesis/dissertation research proposal, guidelines on format for thesis/dissertation, guidelines on thesis/dissertation supervision and responsibilities of the student (researcher), monitoring adequacy of supervision, guidelines on external examiners, selection and appointment of external examiner, procedures for participation of external examiner in assessment of programs procedures, discussion of course structure with external examiner and reports. Additionally, the policy includes; research academic freedom, rights and responsibilities, property owner ship; intellectual property rights, patents, copyright, invention disclosures, code of conduct for research practice, publications and dissemination of research and guidelines on authorship of publications etc’.

The AAU has formulated its research policy in 2009. The policy recognizes the synergy between research and graduate teaching, and is refocusing research activities to nationally relevant research clusters/themes. The objective of research in AAU is to promote interdisciplinary

knowledge, improve the quality of education, enhance the competitiveness of the university and develop technology, society and culture (Tsige, 2009).

Research at AAU has been given a new organizational platform under a new direction and new set of policy framework. The change at AAU underscored that research should proactively respond to the national demand of generating new knowledge and technology and dissemination, strengthening and developing capacity of students in contemporary science and technology. The new research shall be conducted in the most cost effective and responsive manner and be interdisciplinary and multidisciplinary in its scope, and thematic in its approach (VPRTT, 2013).

2.9 The Factors that Influence the Relevance of Graduate Research Studies

2.9.1 Policy Context of Research Studies

In the context of higher education, the legal environment may contain proclamations, funding and quality regulatory frameworks, government control over higher education, policies regarding government's initiatives to widen access, etc (Brookes and Becket, 2008 cited in Mulu, 2012). The regulative aspect refers to the internal quality assurance and external quality control mechanisms. In this regard, the government can play an important role in setting the legal framework and establishing quality regulations, licenses and accreditation that legitimizing quality education.

The research and technology transfer policy of AAU is supported and concretized by important guidelines to assist the research community in their execution of research. In this connection, various relevant guidelines have been developed and are being used in the management of the different research activities of the University. These include relevant guidelines for proposal preparation, research undertaking and dissemination and technology transfer and commercialization including the basic ethical principles involved with human subjects, in the use of animals in research, institutional issues and standards and other issues relating to intellectual property rights (IPR) have been addressed (VPRTT, 2013).

Many public universities in the world have a considerable degree of financial, research and pedagogical autonomy. Research funding is a term generally covering any funding for scientific research, in the areas of both "hard" science and technology and social science. The term often connotes funding obtained through a competitive process, in which potential research projects are evaluated and only the most promising receive funding. Such processes, which are run by government, corporations or foundations, allocate scarce funds. Most research funding comes from two major sources, corporations (through research and development departments) and government (primarily carried out through universities and specialized government agencies). Some small amounts of scientific research are carried out (or funded) by charitable foundations, especially in relation to developing cures for diseases such as cancer, malaria and AIDS. In the United States of America, the national council of university research administrators (NCURA) serves its members and advances the field of research administration through education and professional development programs, the sharing of knowledge and experience, and by fostering a professional, collegial, and respected community. For example, the research and development budget in the Obama administration's federal budget proposal for fiscal year 2011 is given as follow: Defense \$78.0B, Energy \$11.2B, NASA \$11.0B, Agriculture \$2.1B, Commerce \$1.7B, Veterans Affairs \$1.2B, Homeland Security \$1.0B and Other (2.83%). Research and development in the United States federal budget is not centrally enacted, but is spread across many appropriations bills which are enacted in the annual United States budget process, and spread across many federal departments (USA National Council of University Administrators, 2013).

Research Implementation seeks to understand the processes and factors that are associated with successful integration of evidence-based interventions within a particular setting (e.g., a worksite or school). Implementation research assesses whether the core components of the original intervention were faithfully transported to the real-world setting. The core mission of implementation research to describe, assess, and explain "what is happening and why" may be especially compelling when brought to bear on the following major issues of program design, resources, administration, services, and outcomes (Mead, 2003, Kuhn, 1962 and Corbett, 1997 cited in Alan Werner, 2004). As (Guaghan, 2008 cited in Teklegerima, 2012), stated that identifying and implementing findings of research needs practice so as to solve educational

problems supported by rigorous evidence. Practitioners have the tools to identify evidence based interventions; they may be able to spark major improvement in their schools collectively.

2.9.2 The University and its Actors Role

In Africa, higher education institutions have many problems. They are plagued with lack of trained human skills, books and equipment for study in various disciplines. Due to these constraints, personnel are inadequately trained. In cases where there has been expansion of opportunities for higher education the lecturers have problems in handling large numbers. Even where numbers are small, the quality of teaching does not meet the expected standards because of lack of training in pedagogy. Hence, the research outcomes of many graduates were not excellent and relevant in many African higher education institutions (UNESCO, 1998).

The environment of public higher education institutions is complex due to the multiple constituencies that higher education must serve, including external and internal actors (Bastedo, 2005 cited in Mulu, 2012). The external actors comprise governors, legislators, state boards, parents, and etc. while the internal actors include students, staff, and faculty. Each of these actors presents their own demands for organizational adaptation to their needs (Mulu, 2012). The number of researchers, research institutions, and research training programs has increased dramatically. Some research institutions have grown to become the focal point of dynamic research environment, often in collaboration with national, regional and international networks. However, much more needs to be done because of factors that are affecting the research environment. The ability of research and analysis to assist in meeting this challenge is limited because some of the faculties and institutions of the university suffer from an absolute lack of skilled researchers and viable research centers, or particular skills at various levels or units of the system (UNESCO, 1998).

Wilkinson (2009, cited in Addisu, 2012) remarked that cheating, plagiarism and other forms of academic misconduct are significant issues in higher education. According to Doyo (2012), subjectivity in research does not arise only out of self-interest. It is palatable to consider researchers potential and academic skill in conducting research on complex problems. Here, inability and academic ineptness can be subjective that we can understand from the very

importance of recommendation like; it is a good idea to find out how much you know about the research process even before your problem. This takes us to questions; what if a problem of one study is more complex for which he/she is not well sophisticated? How morally and professionally concerned the researcher is? Unless we consider these issues, it would be unreasonable to surprise at why we often find redundancy, distortion and plagiarism in academic research. Intellectual ability and researcher's skill enable one not only to avoid unbalanced findings or erroneous ways of handling the difficulties, but also to detect errors in observation.

High quality faculty committed to research and teaching; high quality graduates who want to learn to perform research or function with advanced expertise; funding for operations and instruction; research funding; research infrastructures, and high quality leadership are the essential characteristics of high quality research universities (Bienenstock in: Vessuri and Teichler, 2008, cited in Mulu, 2009). However, Lack of commitment and initiation, lack of fund and budget, lack of follow up of stakeholders especially the recommended bodies and researchers, poor quality work and low performance of research, lack of relevant facilities and materials are considered as some of the factors that influence research undertaking in universities. In connection with the challenges of research studies, quality and its implementation, the common factors are: Lack of practical and effective research training, competency and deep knowledge on how to carryout research. Lack of research culture and update on research activities also the other contributing factor. Moreover, teaching load, time constraints and poor administration and management system were the common challenges of the higher learning education and hence they affect the quality and relevance of postgraduate research studies (Teklegerima, 2012).

2.10 The Conceptual Frame work of the Study

Investigators work directly with experience and understanding to build their theory on them. The data yielded will be glossed with the meanings and purposes of those people who have their source. Furthermore, the theory so generated must make sense to those to whom it applies. The aim of scientific investigation for the interpretive researcher is to understand how this glossing of

reality goes on at one time and in one place and compare it with what goes on in different times and places (Glaser and Strauss, 1967, cited in Louis Cohen, Lawrence Manion, and Keith Morrison, 2005).

2.10.1 The Concept of Research: Research is wondering about the world around and within us; developing ways in which to address such wonderings and adding to the body of knowledge we believe we have. Research covers a large continuum and is dependent on the questions that peak our curiosity, what information or data we can get access to, what sorts of analyses we want to conduct, and whether we plan to use the study results to explore something, confirm our thinking, or make a decision (James B. Schreibe, Kimberly Asner-self, 2011) Research is a key ingredient in the institutional identity of universities and an indispensable prerequisite for a successful program of teaching and public service (Weiler and Guri-Rosenblit, Sawyerr, 2008, cited in Mulu, 2009). This is why many universities include academic research as one of their mission or identity themselves as research universities.

Educators undertake research to contribute to existing information about issues. We are all aware of pressing different educational issues being debated today, such as criteria's for improving quality of education, integration of AIDS education into the school curriculum etc. Research is therefore important because it suggests improvements for practice. In addition to helping educators become better practitioners, research also provides information to policy makers when they research and debate educational topics. Policy makers may range from federal government employees and state workers to local school board members and administrators, and they discuss and take positions on educational issues important to constituencies. For these individuals, research offers results that can help them weigh various perspectives. When policy makers read research on issues, they are informed about current debates and stances taken by other public officials. To be useful, research needs to have clear results, be summarized in a concise fashion, and include data-based evidence (John W. Creswell, 2012).

2.10.2 Relevance of Research: Relevance is considered particularly in terms of the role of higher education as a system and of each of its institutions towards society (UNESCO, 1998). Relevance is concerned with the extent to which learning outcomes are meaningful for all

learners, valued by their communities and consistent with national development priorities in a changing global context (Angeline. Barrett and Tikly 2011). The purpose of conducting relevant research studies in education is; to provide relevant and quality education, participate in community service and contribute towards capacity building endeavor of Ethiopia by producing competent and qualified intellectuals (Alpha university college institutional report, 2011). Relevance in this study refers; the degree of relationship between the MA theses studies to the degree awarded of graduate researchers.

2.10.3 Research in Graduate Program: graduates are posited to possess advanced knowledge of a specialized body of theoretical and applied topics; high order skills in analysis, critical evaluation or professional application; and the ability to solve complex problems and think rigorously and independently after they are awarded graduation by academic qualification and relevant scientific research studies from university. From the dimension in many countries of the world some of them stated in section 2.4 above, research and graduate program are the two un separated things in universities.

2.10.4 Factors that Influence the Relevance of Graduate Research Studies: According to UNESCO's, (1998) policy paper for change and development in higher education, 'relevance is considered particularly in terms of the role of higher education as a system and of each of its institutions towards society. Research thus must include matters like democratization of access and broader opportunities for participation in higher education during various stages of life, links to the world of work and the responsibilities of higher education towards the education system as a whole.

Lack of practical and effective research training, competency and deep knowledge on how to carryout research were the main constraints of research studies at higher learning institutions. Lack of research culture and update on research activities were the other main problems. Moreover, currently; lack of commitments and initiation, relevant facilities and materials, and budget allocation and attractive incentive and promotion are the main constrains of higher education institutions. Working and teaching load, time constraints and poor administration and management system were also the common challenges (Teklegerima, 2012).

The researchers' interpretation for the diagram which consist the conceptual frame work of the study is given below: the researcher has tried to include some theoretical points which are related with the given problem. Accordingly the Conceptual Frame work of the Study is given below diagrammatically. From the diagram, we can understand that since the study takes place in IER and College of Education and Behavioral Studies on “The Relevance of Master’s Theses to the Degree Awarded”, the idea of ‘Organizational Characteristics’ is taken as a focal point of the study. The arrow which is directed from the left hand side toward the box which consist the topic of the study indicates, whether the university out source policy frameworks for research studies and has a strong influence on the Relevance of Master’s Thesis Studies to the Title of the Degree Awarded at IER and College of Education and Behavioral Studies of the AAU or not. In a similar manner, the arrow which is directed from the right hand side toward the box which consist the topic of the study shows, the direction of influence of the university’s actors i.e. Administrators, Instructors and MA Researchers in all rounds on the ‘Relevance of Master’s Theses to the Degree Awarded’ at the given study area.

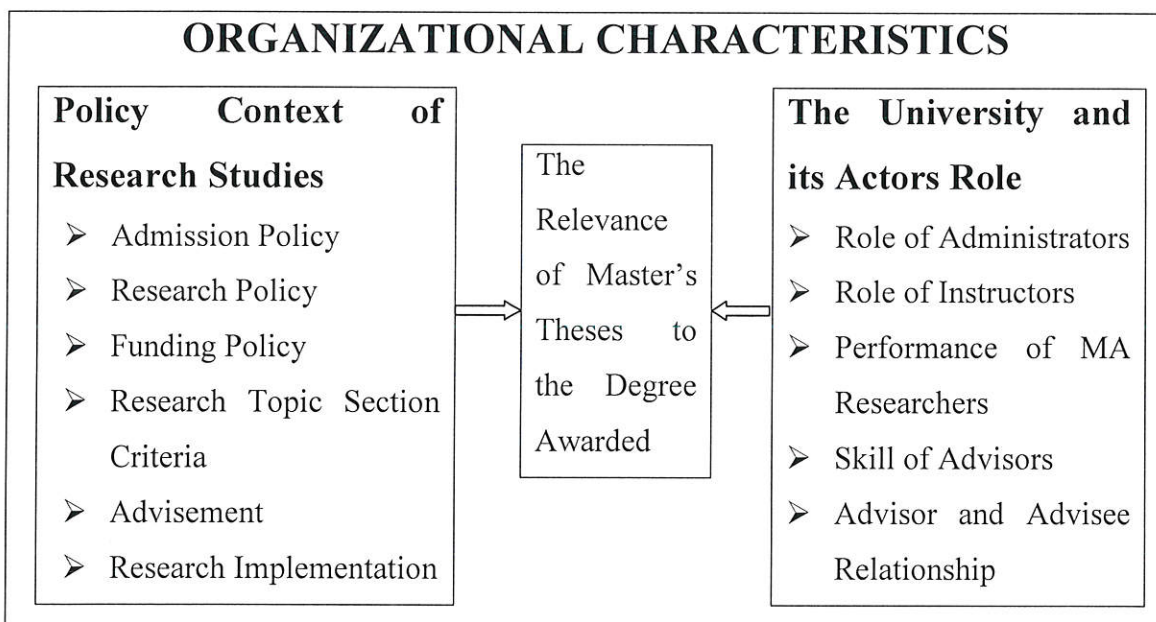


Figure 2-1 Conceptual Frame work of the Study

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design and methodology of the study. It begins with research design in section 3.1 and then followed by description of the research methods in section 3.2. Data collection instruments, pilot test and data analysis of the study are discussed in section 3.3, 3.4 and 3.5 respectively.

3.1 The Research Design

The study employed the mixed methods approach. The quantitative approach was used to focus on objective truth and to quantify the phenomenon under investigation, assigning numbers to ideas or constructs of interest. While the qualitative approach was used to study things in their natural setting, attempting to make sense or interpret the given phenomena in terms of the meaning people bring to them and to dig deep into context, meaning, subjective experience and then offers the opportunity to explore and discover hypotheses and theory, describe meaning and recognize multiple truths of the study. Generally, the study is descriptive in nature.

3.2 Methods of the Study

The main purpose of this study was to investigate the relevance of graduate students' theses to the degree awarded at IER and College of Education and Behavioral Studies of the AAU. The mixed method approach was employed to collect and analyze comprehensive and rich data gathered from different sources using different instruments to attain the objectives of the study and maintain clarity of information obtained from the given study area. The IER and College of Education and Behavioral Studies were taken as the focus of this study. A detailed description of the sources of data and instruments of data collection are presented in the subsequent sub-sections.

3.2.1 Participants of the Study

The population of the study was 225 (45 instructors and 104 graduate students i.e. both regular and extension programs from the two Departments of the College of Education and Behavioral Studies namely, the Departments of Educational Planning and Management and Curriculum and Teacher Professional Development Studies and 10 instructors and 66 graduate students i.e. both regular and extension programs from the Institute of Educational Research). From this, the researcher selected 140 participants using random sampling for the graduate student and purposive sampling for the instructor participants. The reason why the researcher uses purposive sampling for the instructor participants was to earn rich information from the more experienced instructors than the less experienced ones. Because the researcher believed that experience by itself is a good source of information. But only a total of 111 participants (30 Instructors and 81 MA students who were in the pipe line or under study in the given program) were used for the analysis of data in this study. Additionally different MA theses topics were drawn from 2011/2012 MA graduates were analyzed. Even though a lot of research studies for many years have been conducted at the study area, only the 2011/2012 academic year's MA theses topics were drawn. In order to the study be manageable, the other MA theses topics are beyond the scope of this study. Since the population was somewhat heavy to manage easily, only 140 participants were selected and hence 140 questionnaires dispatched to the given participants. But as it indicated above only 111 questionnaires were returned back.

3.2.2 Sampling Techniques

According to the office of the academic staff affairs, there were six institutes and ten colleges in the AAU. From this, the researcher selected purposely from the colleges and institutes, College of Education and Behavioral Studies and the Institute of Educational Research; because these are essential areas for the case of educational research studies and its constraints in the field of education. Two departments were selected purposely from the College of Education and Behavioral Studies namely, the Departments of Educational Planning and Management and Curriculum and Teacher Professional Development Studies. Because these departments are expected to produce qualified graduate students who have the ability to do quality and relevant research studies around educational problems.

3.3 Data Collection Instruments

In this study, data were gathered using both open- and closed-ended questionnaires and document analysis of MA theses.

3.3.1 Questionnaire

The questionnaire that applied in this study was consisted of five parts. The first part dealt with the general information (back ground) of the participants, the second part includes open ended questions. The third, fourth and fifth parts included Likert scale questions that require participants to rate the level of their satisfaction, effectiveness and perception based on the given points respectively. The first part of the questionnaire consisted of 11 closed-ended items for the instructors and 9 items for the graduate student participants were asked their general profile. The second part consisted of 12 open-ended questions was prepared for both instructor and graduate student participants. Finally the third, fourth and fifth parts consisted of 15, 15, and 25 Likert scale questions respectively were asked to investigate the problem based on the level of satisfaction, effectiveness and perception of the participants.

3.3.2 Analysis of MA Theses

To examine the relevance of MA theses topics at AAU, 26 titles were taken from the Department of Educational Leadership and Management, 12 titles from Educational Policy, 14 titles from Human Resource and Organizational Development, 39 titles from Curriculum and Teacher Professional Development Studies and 23 titles from the Institute of Educational Research which were done by MA graduate students of 2011/2012 in the given departments. The source for the theses topics which are given in the above departments was the School of Graduate Studies. Since it is possible to manage, the researcher was taken all (114) of the MA theses topics which were done by the graduate students in the academic year 2011/2012 as it is. I.e. no selections have been takes place.

3.4 Pilot Test

To see the reliability and validity of the questionnaire, pilot study was conducted. According to the pilot protocol, the general guide line of Likert scale and interview questions was shown to the instructors who have more than five years of teaching experience and the graduate students who have excellent result in their academic activities at the study area. The advisor also amended on the appropriateness of items to collect relevant information. Beside to this, it was shown to some experienced persons to see the clarity, validity and ethical issues of the questions. All the participants of the pilot study except one graduate participant were properly filled the questionnaires and returned it. Accordingly, amendments were made based on the pilot study and feedback that was obtained from the advisor and experienced persons. Behind to this, first round study was conducted to check the availability of documents and to see the relevance and quality of the research studies at the study area with respect to document analysis. I.e. some research paper topics were read and understood before the research proposal was developed. The pilot test was conducted on 3 instructors and 6 graduate students. Before distributing the questionnaires, orientation and explanation was given for the respondents on the concept of the research topic.

3.5 Data Analysis Procedures

In this study, both quantitative and qualitative data analysis techniques were used. The quantitative data was entered in to the SPSS version 20. Tabular (percentage) and descriptive statistics was applied to describe the findings of the data obtained from the study participants. The data generated from MA theses that were done in 2011/2012 by the sample graduates from the Institute of Educational Research and two departments of the College of Education and Behavioral Studies were also analyzed using percentages to compare the relevance of the theses to the title of the MA degree awarded at the given program. Finally, the qualitative data obtained from the open-ended questions was analyzed thematically and at last the researcher gave his own possible recommendations based on the findings of the study that will be important as input for the study area and also the education sectors as whole.

Table 2: Characteristics of Instructor Respondents (N=30)

Characteristics		N	%
Sex	Male	30	100
	Female	-	-
	Total	30	100
Age	<30	-	-
	30-35	1	3.33
	36-41	1	3.33
	42-47	1	3.33
	48-53	14	46.67
	≥54	13	43.33
	Total	30	100
Qualification	BA/BSC	-	-
	MA/MSC	5	16.67
	PHD	25	83.33
	Others	-	-
	Total	30	100
Academic rank	Graduate Assistant	-	-
	Assistant Lecturer	-	-
	Lecturer	7	23.33
	Assistant Professor	23	76.67
	Associate Professor	-	-
	Professor	-	-
	Total	30	100
Specialization	Curriculum and Instruction	7	23.33
	Measurement and Evaluation	7	23.33
	TEFL (Teaching English as Foreign Language)	1	3.33
	Educational Planning and Management	5	16.67
	Education and Training	1	3.33
	Educational Leadership and Management	3	10
	Educational Administration	1	3.33
	Multicultural Education	1	3.33
	Higher Education	2	6.67
	Human resource and organizational Development	1	3.33
	Distance Education	1	3.33
	Total	30	100
Year of experience	1-10	5	16.67
	11-20	8	26.67
	21-30	13	43.33
	31-40	4	13.33
	Total	30	100

Table 2 indicated that 30 instructors were included in the study, of which, 100% of them were male. Regarding their age, 90% of them were in the age category of 48 and above. Most of the instructor participants (83.33%) were PhD holders and (76.67%) of them with the rank of assistant professors respectively. Finally, majority of the instructor participants (70%) served for 11-30 years.

Table 3: Instructor’s Training Status on how to Conduct Research Study and their Engagement in Advising Graduate Students

Item	Yes	%	Total
Have you ever taken practical training on how to conduct research?	26	86.67	30
Are you currently engaged in advising graduate students? If yes, list the number of advisees.	19	63.33	30

The results in Table 3 indicate that, the majority of the instructor participants (86.67%) took practical training on how to conduct research at different levels. That is, at undergraduate degree, postgraduate level and different workshops. With regard to their engagement in advising graduate students, most of them (63.33%) provide advisement for 4-9 advisees.

The instructor participants were also asked about their major roles in advising graduate students and the major challenges they faced in this regard. Almost all of them responded that their major role in advising graduate students was giving guidance and correction on how should they with the research process and follow up their progress seriously. The major challenges they faced during advisement include; lack of research knowledge and skill of advisees, inadequacy of time (advisor’s overload), limitation of funding and absence of relevant resources (or recent references).

4.2 The Degree of Alignment between MA Thesis and the Title of the Degree Awarded

Respondents were asked questions on a five point Likert scale about the degree of alignment between MA thesis and the title of the degree awarded. Based on the data obtained from those questions, the results are presented in the subsequent tables.

Table 4: Student’s Perception regarding the Relevance of their MA Thesis Topics

Item	Students response		
	yes	%	Total
Do you believe that your thesis topic is relevant to the title of the degree awarded?	41	50.62	81
Have you ever conducted a research study in your undergraduate study?	65	80.25	81

As table 4 above indicates, about half (50.62%) of the respondents reported that their thesis topic is relevant to the title of the degree awarded. The remaining respondents were either unsure or did not believe that their topic is relevant to the degree awarded. Their reason for this is lack of adequate knowledge on either relevance or on how to select relevant thesis topic, which most of them believe that a research topic is research topic, regardless of its relevance. This suggests that, the Institute of Educational Research and the College of Education and Behavioral science have no strict policy to equip MA students with adequate knowledge on relevance and order researchers to select and undertake relevant research.

Table 5: Satisfaction of Participants on the Degree of Alignment between MA Thesis and the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	The status on quality and relevance of research studies conducted by graduate students	1.41	0.72	1.40	0.67
2	The alignment of master’s thesis to the title of the degree awarded	1.06	0.29	1.53	0.68

Table 5 above indicates descriptive statistics on the satisfaction of participants about the degree of alignment between MA thesis and the title of the degree awarded. The results indicate that all the items mean scores are below the average (2). This shows that, the participants (both instructors and graduate students) were not satisfied concerning the alignment of master’s thesis to the title of the degree awarded.

Table 6: Participant's Response on the Effectiveness of the Degree of Alignment between MA Thesis and the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	The extent of the relevance of MA research studies	1.33	0.71	1.47	0.68
2	The relevance of master's thesis to the title of the degree awarded	1.64	0.86	1.37	0.67

Table 6 indicates the descriptive statistics of the participant's response about the degree of alignment between MA thesis and the title of the degree awarded. The outcome of the data shows that all the items mean score is below the average (2). This indicates that, the alignment of master's thesis to the title of the degree awarded at AAU was not effective as well.

Table 7: Participants Perception about the Degree of Alignment between MA Thesis and the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	Graduate students conduct a research study which is related to the title of the degree awarded	1.52	0.84	1.40	0.62
2	There is a strong relationship between thesis topics and the title of master's degree awarded at AAU	1.49	0.78	1.27	0.58
3	The title of MA research papers are always in the area of the researchers' profession	1.48	0.73	1.37	0.72
4	Research studies that have being conducted at AAU are relevant to the title of the degree awarded	1.51	0.78	1.37	0.61

Table 7 indicates that, all the items' mean score is below the average (2). This indicates that the participants (both instructors and graduate students) did not agree with the idea on the alignment of master's thesis to the title of the degree award at AAU.

To substantiate the above results, data were analyzed on the MA theses produced by the sample graduate students during the period 2011/12. The findings are summarized in table 8 below.

Table 8: Content Analysis of the 2011/2012 MA Theses conducted by Graduate Students of the study areas

Institute/ college	Departments/program	Total N ^o of worked theses	N ^o of theses which are relevant to the given department (the title of the degree awarded)	%
IER	IER	23	3	13.04
College of Education and Behavioral Science	Educational Leadership and Management	26	8	30.77
	Educational Policy	12	3	25
	Human resource and Organizational development	14	5	35.71
	Curriculum and Teacher Professional Development Studies	39	20	51.28

As shown in Table 8 above, 23 MA students have conducted a research study at the institute of educational research in the academic year of 2011/2012. Out of which, only 13.04% of them were relevant to the title of the degree awarded. But the remaining 86.96% of the theses topics were not relevant to the title of the degree awarded; they are rather related to the degree awarded by the different departments at the college of education and behavioral studies. That means, most of the research studies at the institute of educational research were not related with the academic qualification of the given MA researchers.

Similarly, in the college of education and behavioral science, 26 MA research studies were conducted at the program of educational leadership and management in the academic year of

2011/2012. Out of which, only 30.77% of them were relevant to the title of the degree awarded. But the remaining 69.23% of the theses topics were not relevant to the title of the degree awarded in the respective department. That means, most of the research studies at the program of educational leadership and management were not related with the academic qualification of the given MA researchers.

12 MA theses were also conducted at the program of educational policy in the academic year 2011/2012 of which, only 25% of them were relevant to the title of the degree awarded by the given program. But the remaining 75% of the given topics were not relevant to the title of the given degree awarded. That means, most of the research studies at the program of educational policy were not related with the academic qualification of the given MA researchers.

Similarly, 14 MA theses were conducted at the program of human resource and organizational development in the academic year 2011/2012 of which only 35.71% of them are relevant to the title of the degree awarded. But the remaining 64.29% of the given topics were not. This indicates that, most of the research studies at the program of human resource and organizational development were not related with the academic qualification of the given MA researchers

Finally, 39 MA theses were conducted at the department of curriculum and teacher professional development studies. According to the analysis of the researcher, 51.28% of the theses were relevant to the title of the degree awarded the remaining (48.72%) of the given topics are not. But comparing with the other departments, the degree of relevance of the research papers to the degree awarded in the department of curriculum and teacher professional development studies was relatively better.

4.3 Policies and Mechanisms to Ensure the Relevance of Master's Theses to the Title of the Degree Awarded at AAU

Respondents were asked questions on as-point Likert scale which were related with the policies and mechanisms put in place to ensure the relevance of master's theses to the title of the degree awarded at AAU. Results of data analysis are presented on the tables below.

Table 9: the Satisfaction of Participants on Policies and Mechanisms to Ensure the Relevance of Master's Theses to the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	The mechanism that the AAU use to ensure the relevance of master's thesis to the title of the degree awarded	1.42	0.76	1.77	0.82
2	Research and publication office criteria to ensure the relevance of MA research studies	1.60	0.80	1.70	0.70
3	Guidelines for MA students to conduct relevant research studies	1.43	0.72	1.90	0.88

Table 9 above indicates that, all the items' mean scores are below the average (2). This suggests that the participants (both instructors and graduate students) were not satisfied concerning on the availability and application of policies and mechanisms to ensure the relevance of master's theses to the title of the degree awarded at AAU.

Table 10: the Perception of Participants on Policies and Mechanisms to Ensure the Relevance of Master's Theses to the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	There is a policy frame work which is used as guidance to conduct relevant research study at AAU	1.83	0.85	1.80	0.92
2	The degree of alignment between master's thesis and the title of the degree awarded is always cross checked by advisors and a given departments' research committee at AAU	1.58	0.83	1.53	0.78
3	The AAU has a mechanism to insure the relevance of master's thesis to the title of the degree awarded	1.51	0.65	1.57	0.86
4	The quality of research papers is measured based on the alignment of thesis topics with the title of the degree awarded	1.65	0.88	1.30	0.53
5	The AAU has a check list to approve the quality of research papers in terms of relevance	1.56	0.76	1.73	0.74
6	The AAU has a mechanism to measure the quality of research studies with respect of plagiarism	1.73	0.91	1.57	0.68
7	The AAU has an admission policy for masters entrance students to control their performance in all rounds	1.85	0.94	1.77	0.90

Table 10 above indicates that, all the items' mean score is below the average (2). This result shows that, the participants (both instructors and graduate students) were not perceived on the availability and application of policies and mechanisms to ensure the relevance of master's theses to the title of the degree awarded at AAU.

4.4 The Role of the University in Assuring the Relevance of MA Theses to the Title of the Degree Awarded

Respondents were asked questions related to the role of the university in assuring the relevance of MA theses to the title of the degree awarded at AAU. The following results were obtained.

Table 11: Participants Response on the Effective Role of the University in Assuring Relevance of MA Theses to the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	The role of the AAUs' academic administrators in assuring the relevance of MA research studies and its implementation	1.48	0.73	1.60	0.67
2	The role of instructors in approving the quality and relevance of research studies at AAU	1.72	0.91	1.97	0.89
3	The contribution of research committees in IER and the college of education and behavioral science in assuring relevant research studies by graduate students	1.58	0.83	1.47	0.68

Table 11 above shows that all the items mean score is below the average (2). This result suggests that the role of the university in assuring the relevance of MA theses to the title of the degree awarded was not effective as well. The reason behind this problem was lack of strict research policy and its application and lack of adequate fund and time for all activities with respect to relevant research studies.

Table 12: the Perception of Participants on the Role of the University in Assuring Relevance of MA Theses to the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	The role of academic administrators and advisors in controlling the quality and relevance of theses by post graduate students at AAU	1.46	0.71	2.07	0.83
2	The AAU give attention in conducting relevant research studies	1.84	0.93	1.70	0.88
3	Research committees in IER and the college of education and behavioral studies of the AAU has great role in controlling and implementing of the graduate student's research studies	1.78	0.91	1.73	0.74
4	The relevance of research topic's approval have been carried out by research committees and advisors of the IER and the college of education and behavioral studies	1.65	0.84	1.60	0.77
5	The outcome of research studies at AAU has great contribution in educational development of the country	1.57	0.79	1.33	0.66

Table 12 above indicates that all the items' mean score is below the average (2). This result shows that, the participants (both instructors and graduate students) did not agree on the effective role of the university in assuring the relevance of MA theses to the title of the degree awarded at AAU.

4.5 Factors that Influence the Alignment of MA theses to the Title of the Degree Awarded

Respondents were asked questions on five-point Likert scale concerning the factors that influence the alignment of MA theses to the title of the degree awarded. Findings of the data analyses obtained from both students and instructors are presented in the table below.

Table 13: Perceptions of participants on the Factors that Influence the Alignment of MA theses to the Title of the Degree Awarded

No	Item	MA Student Respondents N=81		Instructor Respondents N=30	
		Mean	Std. Deviation	Mean	Std. Deviation
1	The performance of Masters students in doing relevant research studies	1.48	0.79	1.43	0.73
2	Availability of relevant and scientific materials for research work	1.43	0.77	1.43	0.63
3	Funding to conduct MA research and implementing the recommendations of researchers	1.28	0.60	1.07	0.37
4	Adequacy of time and the ability in controlling graduate research activities by advisors	1.22	0.55	1.10	0.40
5	Advisor and advisee relationships	1.67	0.84	2.50	0.82
6	The overall situation in doing relevant research studies at AAU	1.51	0.76	1.60	0.72
7	The skill of advisors in advising graduate students	1.81	0.90	2.13	0.78
8	The MA researcher's skill in identifying relevant research problems related to his/her qualification	1.48	0.78	1.47	0.73
9	Masters degree awarded researchers give due attention to the relevance of their research	1.68	0.83	1.40	0.62
10	Masters degree awarded students of the AAU have enough knowledge on how to conduct relevant research studies	1.64	0.90	1.23	0.50
11	Research studies which have been conducted at AAU are simply for promotion no matter about their applicability	1.68	0.93	1.83	0.75

Table 13 above shows that the mean scores for all items are below the average(2) except for the items ‘advisor and advisee relationship at AAU and the skill of advisors in advising graduate students’ this indicates that the main constraints to ensure the relevance of MA these are: limitation of funding, unavailability of relevant resources, inadequacy of time, the overload of advisors, graduate student’s lack of knowledge and skill of research methodologies and less attention given by MA researchers to their research.

4.6 The Results of the Open-ended Questions

The participants (both instructors and graduate students) were asked 12 open-ended questions to obtain information related to the alignment of theses to the degree awarded. The responses of the respondents are analyzed thematically as follow.

4.6.1 Participants’ Response on the Alignment of Theses to the Title of the Degree Awarded

Participants were asked about their evaluation regarding the degree of alignment of theses to the title of the degree awarded at AAU and the contribution of the research findings in improving education qualities and the development of the country. Accordingly, majority of the respondents (both instructors and graduate students) pointed out that: there was a much gap on the alignment between MA theses topics and the title of the degree awarded at AAU. The respondents further noted that MA research studies that have been conducted at AAU were simply to full graduation requirements but no matter their relevance to the degree awarded. This suggests that most MA research papers were not sufficiently relevant to the title of the MA degree awarded at AAU.

Regarding to the contribution of relevant research studies in solving problems, majority of the respondents believe that relevant research findings could be very advantageous to improve education qualities and support the development of the country, but this is not the case in the study area. Even though it is possible to conduct relevant MA research studies, it could not be practically implemented until now.

4.6.2 Participants' Response on Policies and Mechanisms to Ensure the Relevance of Master's Theses to the Title of the Degree Awarded at AAU

The respondents were asked open-ended questions about the AAUs' policy and criteria related to student admission, assurance on the relevance and quality of MA theses, research policy and its application. Most of the respondents (instructors and MA students) agreed that the University did not have uniform and known admission policy (criteria) in which it applied over all graduate study applicants. Some of the participants noted that the University has some criteria in which it applied to admit graduate students based on the enrolment capacity of the individual institutes or departments. These criteria include: GPA of the applicant, entrance exams' result and considerations of the background of the applicant if he/she had some disability or came from developing regions. Few of them also reported that some departments accepted all applicants without any screening of their performance when the candidates are few in number. From this, we can deduce that the AAU has no strict and uniform admission criteria in which it should applied across all of its graduate programs.

The participants were also asked about the procedures followed by their department's administrators and advisors in theses topics selection and approval. Almost all of the respondents other than the instructor participants did not know the criteria how their departments select and approve theses topics. But they replied that they simply asked to submit any three research problems depend on their interest and then the one from the three become approved and selected by the department and then posted on the notice board. According to the instructor participant's response, the procedure is: after the researchers submitted three theses topics, the approval or the selection from the three takes place by the research topic approval committee even though the committee could not be evaluated as well whether the selected theses topics are relevant to the title of MA degree awarded or not.

The other point was about the administrator's and advisor's role in evaluating the relevance of MA theses topics to the title of the degree awarded. The majority of the participant's response indicates that, the administrators and advisors of the university did not contribute their all bests to evaluate and assure the relevance of thesis topics to the title of the degree awarded. On the

other side, the administrators and the advisors of the study area were not actively participated in the evaluation and improvement of irrelevant MA research studies; other than they gave guidance and advice on how to done a given thesis, they did not worry about its relevance to the title of the degree awarded. The reason behind this problem was lack of strict research policy and its application and lack of adequate fund and time (overload of advisors) with respect to relevant research studies.

In the case of the research policy which governs the relevance and quality of research by post graduate students and its practical application at AAU, most of the participants replied that; there is no strict research policy which is used to control and guide the relevance and quality of MA theses at AAU. But few of the participants putted their suggestion in which the university could have a policy for research study even though all researchers did not know it and the university also did not applied on the ground practically.

The other question focuses on whether the AAU takes measure on the irrelevance of research studies or not. Most of the participants agreed that the AAU have not taken strict measure over the unqualified and irrelevance MA research studies. But some of the respondents were not sure that whether the university can take measure over the unqualified and irrelevant MA research papers or not. Because they do not have enough information on the given area's research controlling system and this is the gap of the AAU in conducting irrelevant research studies.

4.6.3 Participants' Response on Factors that Influence the Alignment of MA Theses to the Title of the Degree Awarded

The participants were asked to evaluate the adequacy of time and funding for MA research studies at AAU, how they perceive the knowledge and skill of instructors in advising post graduate students effectively and also about the factors which hinder the quality and relevance of MA theses studies and the measure which should be taken for. With respect to the adequacy of time and funding for MA research studies at AAU, almost all of the participants forwarded that there were no adequate time and funding to do relevant and information rich MA theses studies effectively. Some of the respondents also expressed that research funding at AAU is shame

especially the university did not consider into account for the extension MA researchers; that is, instead they should gain support from the university for their MA research studies, by reverse the university earned (collected) more than six thousand (6000) birr per a single MA research study from them. Accordingly, limitation in funding is the basic problem at AAU in conducting relevant MA research studies. The same is true that there was a big problem with respect to the adequacy of time, especially most of the advisors were unable to cover and gave corrections for all of their advisee's papers effectively on time. From these all, we can deduce that, there was a real and big problem at AAU with respect to shortage of time and fund for conducting relevant MA thesis studies at AAU.

The respondents also asked about how they perceive the knowledge and skill of instructors in advising graduate students effectively. For this question, most of the instructor participants replied that; most of the advisors at AAU have no problem with respect of their skill in advising graduate students, but few of them reported that, there were some advisors who did not have adequate knowledge to give corrective advisement for their advisees. On the view of the MA student participants, almost half of the advisors at AAU have moderate knowledge, but the remaining ones not. Here, most of the MA student participants agreed that, even though there were some advisors who have adequate knowledge to advice graduate student researchers, they did not do as well; because they were focused on collecting additional money in different ways from inside and outside of the university to develop their own wealth.

Finally, the participants were asked questions which are related to factors that hinder the quality and relevance of MA theses studies and the measure that should be taken for its solution. For this issue, almost all of the participants agreed that the common factors which hinder the relevance and quality of MA theses studies to the title of the degree awarded at AAU were; limitation of funding, unavailability of relevant resources, inadequacy of time and the overload of advisors. On the other side, minimum skill of MA researchers and also some of the instructors, absence of research policy frame works in which all researchers should follow, weak controlling system of research activities, repetitions of similar research papers and plagiarism were the other factors that could hinder the relevance and quality of MA research studies at AAU. Hence, the participants gave the following expressions as a solution: the University should approve adequate

fund and time and also supply relevant resources, there must have a research policy in which all MA advisees and advisors should know and use it as well conduct relevant MA research studies and finally, the university's research institutes and a given advisors should control the quality and relevance of MA research studies strictly.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of the study was to investigate the ‘The Relevance of Master’s Theses to the Degree Awarded’: the Case of College of Education and Behavioral Studies and Institute of Educational Research at AAU. Based on the results of the study, this chapter presents the summary of findings given in section 5.1 followed by conclusions in section 5.2 and recommendations in section 5.3 respectively. To guide the study, the following five basic research questions were raised as follow:

- What is the degree of alignment between Master’s theses and the title of the degree awarded at AAU’s College of Education and Behavioral Studies and Institute of Educational Research?
- Does the AAU have a mechanism to ensure the relevance of Master’s theses to the title of the degree awarded?
- What is the role of the university and its research institutes in assuring the relevance of master’s theses to degree awarded?
- What are the factors that influence the alignment of Masters’ theses with the title of the degree awarded?
- What can be done to improve the current situation in this regard?

Hence, to answer these questions, mixed-method approach was used to collect and analyze data quantitatively and qualitatively. Additionally the researcher analyzed theses topics which were carried out by the 2011/2012 academic year graduate students of the study area. Accordingly,

A. The results of data analysis on the degree of alignment between MA thesis and the title of the degree awarded are given below.

- ✓ The majority of the participants (both instructors and graduate students) were not satisfied on the alignment of master’s thesis to the title of the degree award at AAU.

Because most of them reflected that the research studies which have been conducted by the graduate students of the sample area were not to the required level regarding their relevance to the degree awarded.

- ✓ According to the analysis of MA thesis topics, most of the worked research papers of 2011/2012 academic year by graduate students in the Institute of Educational research were not relevant to the title of the degree awarded. Moreover, many of the worked research papers by graduate students in the program of educational leadership and management, educational policy and human resource and organizational development were also not relevant to the title of the degree awarded. Finally, about half of the worked MA research papers in the Department of Curriculum and Teacher Professional Development Studies were not relevant to the degree awarded. Comparing with the other departments, the degree of relevance of the research papers to the degree awarded in the Department of Curriculum and Teacher Professional Development Studies was relatively better.
- ✓ On the part of the open ended question's results, except few of the respondents almost all of them responded that: there was a much gap on the alignment between MA theses topics and the title of the degree awarded at AAU. In the other word, MA research studies that have been conducting at AAU were simply for the purpose of paper values but no matter about their relevance with the degree awarded.

B. The results of data analysis on the case of policies and mechanisms to ensure the relevance of master's theses to the degree awarded at AAU are summarized below.

- ❖ Most of the participants (both instructors and graduate students) were not satisfied and perceived on the existence and strict application of policies and mechanisms to ensure the relevance of master's theses to the title of the degree awarded at AAU. That is, on the case of research policy which able to govern the relevance and quality of research studies by graduate students and its practical application at AAU, most of the participants replied that; no known research policy which is used to control and guide the relevance and quality of MA theses at AAU. But some of the participants put their guessing in which the university could have a policy for research study but the problem

is; not all of the graduate researchers knew it as well. On the other side, the respondents stress that even though the AAU have a research policy, it did not applied practically on the ground.

- ❖ Regarding to the question related to the criteria how the departments at AAU select and approve theses topics, almost all of the participants except the instructor participants, did not know how it happened at all. They replayed that the department simply asked them to submit any three research problems depend on their interest and then the one from the three become selected and posted on the notice board by the department. Hence, there was no known landmark which guides researchers to select research problems that should be related to their title of the degree awarded. But according to the instructor participant's response, the procedure was: after researchers submitted any three theses topics, the approval (selection) of one from the three points was takes place by the research committee. Even though, the research committee did not evaluate whether the given topics were relevant to the degree awarded of the researcher or not.
- ❖ For the question which was related whether the AAU takes measure or not on the irrelevant research studies, most of the participants replied that; even though a lot of research papers have been conducting at AAU and most of them were irrelevant, the AAU did not taken a strict and corrective measure over the gaps on quality and relevance of MA research studies.
- ❖ Based on the responses given to the open ended questions, most of the respondents agreed that the university have no known admission policy (criteria) in which it applied over all graduate study applicants. But some of them expresses, that the university have some criteria in which it applied over the graduate student applicants based on the acceptance capacity of the individual institutes or departments. These criteria were the GPA of the graduate student applicant, entrance exams' result and considering the back ground of the applicant if he/she has some disability or from the developing regions. Few of the participants replied that; some departments were dramatically accepted for all graduate student applicants without any checkup of their performance if the candidates are few in number.

C. The result of data analysis on the role of the university in assuring the relevance of MA theses to the degree awarded is presented below.

The role of the university in assuring the relevance of MA theses to the degree awarded was minimal. That is, most of the participants (both instructors and graduate students) in general did not agree on the effective role of the university in assuring the relevance of MA theses to the degree awarded. More specifically, the academic administrators and advisors of the university did not contribute their all bests to evaluate and assure the relevance of thesis topics to the degree awarded. That is, their regular work was checking the paper values rather than the relevance to the degree awarded. Hence, the administrators and the advisors of the study area were not actively participated in the evaluation and improvement of irrelevant MA research studies; other than they gave guidance and advice for their advisees on how to do the given theses studies.

D. The results of data analysis on the factors that influence the alignment of MA theses to the degree awarded at the sample program are summarized below

- ✚ According to most of the participant's point of view, the main constraints of the AAU with respect to the irrelevant research studies were: limitation of funding, unavailability of relevant resources, inadequacy of time, the overload of advisors, graduate student's lack of knowledge and skill in research methodologies and less attention on the relevance of their thesis studies. However, according to some of the instructor participant's point of view, the alignment of MA theses to the degree awarded was not affected through 'advisor and advisee relationship and the skill of advisors in advising graduate students'.
- ✚ Based on the result of the open ended questions, almost all of the participants forwarded that the common factors which hinder the relevance and quality of MA theses studies to the title of the degree awarded at AAU were; limitation of funding, unavailability of relevant resources, inadequacy of time and the overload of advisors were the main ones. The other factors also minimum skill of MA researchers and also some of the instructors, absence of research policy frame works in which all researchers should follow, weak controlling system of research activities, repetitions of similar research papers and plagiarism. For this all scenarios, the participants gave the following

statements as a solution for conducting relevant MA research studies that the University should approve adequate fund and time and also supply relevant resources in order to conduct relevant MA theses studies, there must have a research policy in which all MA researchers and advisors should use in conducting relevant MA research studies and finally, the university's research institutes and advisors should control strictly all the activities with respect of quality and relevance of MA research studies.

5.2 Conclusions

Depend on the major findings of the study, the following conclusions are drawn:

One of the basic objectives of graduate students in higher education institutions is to conduct relevant research studies to their MA degree awarded to solve or improve problems. However, the finding of this study revealed that the research studies which were done by MA graduates were not relevant to the degree awarded. On the other hand, most of the MA theses studies were done simply for the purpose of paper values no matter how they are relevant to the degree awarded.

The overall target of the study was to investigated quality and relevance of research carried out by MA students, the performance of MA students, the mechanism that the AAU used to ensure the relevance of masters theses to the degree awarded, guidelines for researchers to conduct relevant research studies, availability of relevant and scientific materials, adequacy of funding, implementation of research recommendations, adequacy of time for conducting relevant research studies, role of academic administrators and advisors in controlling the quality and relevance of the graduate student's research studies and the relationship between advisor and advisees in which the researcher collectively called them organizational characteristics of the AAU particularly the institute of educational research and the college of education and behavioral studies. However, lack of funding, shortage of time, unavailability of relevant materials, the overload of advisors, absence of guidelines for researchers to conduct relevant research studies and the lack of skill (or performance) of MA students were the main hindrances to conduct relevant MA theses to the degree awarded.

Furthermore, the study also revealed that the research policy for conducting relevant MA theses toward the degree awarded, admission policy for masters applicants, the university's role or attention in conducting relevant MA thesis studies by graduate students, relevant research topic approvals by departments, MA researcher's attention in the relevance of their research studies to their degree awarded, the AAU's mechanism to measure the quality and relevance of research studies, application of MA theses studies and the instructor's research experience at AAU were not sufficiently enough.

Finally, the study also analyzes these topics to overlook their relevance to the MA degree awarded of the researchers. According to the analysis given in chapter four, the majority of the worked research papers by 2011/2012 graduate students in the institution of educational research were not relevant to their MA degree awarded. In the other part, most of the research papers that were done by graduate students in the program of educational leadership and management, educational policy, human resource and organizational development and almost half in the department of curriculum and teacher professional development studies were not relevant to their title degree awarded.

5.3 Recommendations

Based on the findings of the study and the conclusions drawn above, the following recommendations are forwarded to ensure the relevance of MA thesis studies to the degree awarded at IER and the College of Education and Behavioral Studies of the AAU.

- 1 One of the major tasks of graduate students in HEIs is to carry out relevant research studies. But the result of this study in IER and the College of Education and Behavioral Studies at AAU showed that it was mostly irrelevant. Limitation of funding, unavailability of relevant resources, inadequacy of time and the absence of research policy were the main reasons for conducting irrelevant MA thesis studies. Hence, the AAU should allocate adequate fund for both advisor and advisees, enough time for researchers to collect the required information at all, adequate and relevant resources, research policy to take a strict measure over the irrelevance ones and then minimize the advisor's overload in order to overlook their advisee's research activities carefully in time.

- 2 Since there was a much gap between the alignment of MA thesis topics and the title of the degree awarded at AAU, departments, research institutes and the University in general must concern and then draw policy frameworks to control and assure the relevance of MA theses studies at the University.
- 3 Since the performance of many MA researchers and also some advisors in conducting relevant theses studies were limited, the university must give valuable and continuous training to become practically skilled researchers and advisors with respect of relevant research studies.
- 4 Since there was no strict screening during the admission of graduate student applicants, it needs repeatedly cross checking theoretically and practically and also assuring their background whether their first degree is highly related (relevant) with the next MA degree in which they want to apply.
- 5 Since many of the advisors were concerned about their income generation but no more about their advisee's work especially in the case of relevant theses studies, the academic administrators and the university in general must give attention for this case first by approving and supplying balanced salary for their effective work and then by rewarding for the excellent research work results by their advisees.

REFERENCES

- AAU Academic Staff Profile and Academic Programs(2012/13). **Office of Academic staff Affairs Addis Ababa University Description**. Retrieved May 24 2013 from <http://coverletter.eastchance.com>.
- AAU Office of the Registrar(2006). **Student Hand Book: informer**
Addis Ababa University Office of the Vice President for Research and Technology
Transfer(2013). **University Journals Information Summary**.
- Addis Ababa University Senate Legislation(2007). Retrieved April 03 2013 from <http://www.aau.edu.et/index.php/colleges>.
- AAU(2012). **The Addis Ababa University Description**. Retrieved April 16 2013 from <http://www.ibe.edu.pl>.
- Akalewold Eshete(2008). **Quality Assurance Practices in Ethiopian Higher Education: the Case of AAU Volume 15**.
- Alpha University College(2011). **Institutional Audit Report: informer**
- Angeline M. Barrett and Leon Tikly(2011). **International Journal of educational Development United Nations University Post Graduate Programs Initiative volume 31 N^o 1 ISSN 0738-0593**.
- Canisius, K. Kanangire(2010). **Research Universities in the Nile Basin Countries**. Nile Basin Institute Entebbe, Uganda
- Creswell, J.W(2012), **Educational research: planning, conducting, and evaluating quantitative and qualitative research 4th ed**. University of Nebraska–Lincoln
- Dale Bloom, Jonathan Karp, Nicholas Cohen(1998). **The Ph.D. Process: A Student's Guide to Graduate School in the Sciences**, Oxford University Press Retrieved May 16, 2013 from <http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/250->

explaining-the-national-qualifications-framework.

Derebssa Dufera(2004). **The Status of Research Undertaking in the Ethiopian Higher Institutions of Learning:** *with Special Emphasis on AAU.*

Elijah Kagwa(2008). **Enroll in the Global Health Research Certificate Program.** *Kampala Uganda. Retrieved June 07, 2013 from [http://www.uniteforsight.org/global health-university/relevant-research](http://www.uniteforsight.org/global-health-university/relevant-research).*

Geoffrey Marczyk, David DeMatteo, and David Festinger(2005). **Essentials of research design and methodology:** *Essentials of behavioral science series. Published by John Wiley& Sons, Inc., Hoboken, New Jersey*

Guyo Doyo(2012). **The Limitation of Research Findings behind the Veil of Subjectivity;** *The Limitation of Research Findings behind the Veil of Subjectivity: Bule Hora University, Ethiopia.*

Louis Cohen, Lawrence Manion, and Keith Morrison (2005). **Research Methods in Education** *5th edition London and New York.*

Mulu Nega(2012). **Quality and Quality Assurance in Ethiopian Higher Education:** *Critical Issues and Practical Implications. University of Twente the Netherlands.*

Mulu Nega(2009). **The Links between Academic Research and Economic Development in Ethiopia:** *The case of Addis Ababa Universsty. The proceedings of the 1st international conference on educational research for development. Volume II, 322-345. Addis Ababa*

National Council of University Administrators(2013). *USA. Retrieved April 24 2013 from http://en.wikipedia.org/wiki/science_policy_of_theUnitedstates.*

Office of the Vice President for Research and Dean of the School of Graduate Studies(2011).

Research Policy. N^o. VPR and DSGS 601 AAU

Office of the Vice President for Research and Technology Transfer(2013). Retrieved April 21, 2013 from <http://www.aau.edu.et/index.php/colleges>

Schreibe.B, Kimberly Asner-self(2011). **Educational research.** John Wiley & Sons, Inc. USA

Sisay Asefa(2009). **Higher Education Innovation and Challenges; Can African Universities be transformed through International Academic Linkages and Engagements? The Case of Ethiopia.** The proceedings of the 1st international conference on educational research for development Volume II, 322-345. Addis Ababa. Western Michigan University

Teklegerima Zenawi(2012). **Quality and Implementation of Research Studies in Tigray Region Colleges of Teacher Education:** Addis Ababa University

Teshome Yizengaw(2004). **The Status and Challenges of Ethiopian Higher Education System and its Contribution to Development:** the Ethiopian Journal of Higher Education Volume One No 1

Tessema Ayalew(2009). **Overlooked Causes for the Deklaying of the quality of Education in Ethiopia:** Dilla University. The proceedings of the 1st international conference on educational research for development. Volume II, 322-345. Addis Ababa

Tsige Gebremariam(2009). **Graduate Studies and Research at Addis Ababa University Past and Present**

UNESCO(1997-98). **Policy Paper for Change and Development in Higher Education** Consolidated Declarations and Plans of Action of the Regional Conferences on Higher Education Held in Havana, Dakar, Tokyo, Palermo and Beirut: Curriculum Développement in Higher Education Module 3 : unpublished material

- Webster(1976). *Third new international dictionary, Encarta (2009), and Microsoft Corporation (1993-2008)*
- William, G. Bowen & Neil L(1992). *Predestine, In Pursuit of the PhD Princeton UP. Retrieved May 19, 2013 from <http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/250-explaining-the-national-qualifications-framework>*
- Wilson, T.D(2002). **Philosophical foundations and research relevance: issues for information research.** *Visiting Professor, Höskolan i Borås, Sweden Professor Emeritus, University of Sheffield, UK*
- Wondimagegn Chekol and Tigist Belay(2010). *The Higher Education Transformation: **the State of Educational Quality in Ethiopian Higher Education Institutions.** St. Mariam University College*

Appendixes

Appendix 1

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Questionnaire to be filled by Instructors

Dear Respondents: The purpose of this questionnaire is to collect information regarding “The Relevance of Master’s Theses to the Degree Awarded: the Case of College of Education and Behavioral Studies and Institute of Educational Research at AAU” You are only requested to provide your opinion based on your observation and understanding on the relevance and quality of MA research papers at AAU. Your honesty in giving genuine information will make the study meaningful. You are, thus, kindly requested to be honest and frank in your responses as this will have direct bearing on the success of the research. Your responses will be kept confidential.

Thank you in advance for your cooperation

Part One: General Information

1. Sex: male female
2. Age: below 30 30-35 36-41 42-47 48-53 ≥ 54
3. Qualification: BA/BSc MA/MSC PhD
4. Your academic rank: Graduate Assistant Assistant Lecturer Lecturer Assistant Professor Associate Professor Professor
5. Specialization: _____
6. Year of service (experience) at AAU _____ Place of Work at your college or Institute _____
7. To what extent is your research result linked to the solution of your research problem Practically? _____

8. Have you ever taken practical training on how to conduct research? Yes No

I. If your response is yes, please specify the frequency and importance of the training program

II. If not why? _____

9. Are you currently engaged in advising graduate students? Yes No if your response is yes Please specify the number of advisees and their research topics

10. Specify your major roles in advising your students: _____

11. What are the major challenges you confront in advising post graduate students? _____

Questionnaire to be filled by MA Students

Part One: General Information

Dear Respondents: The purpose of this questionnaire is to collect information regarding “The Relevance of Master’s Theses to the Degree Awarded: the case of College of Education and Behavioral Studies and Institute of Educational Research at AAU.” You are only requested to provide your opinion based on your observation and understanding on the relevance and quality of MA research papers at AAU. Your honesty in giving genuine information will make the study meaningful. You are, thus, kindly requested to be honest and frank in your responses as this will have direct bearing on the success of the research. Your responses will be kept confidential.

Thank you in advance for your cooperation

Part-One

General information

1. Class Year: I II III and above
2. Department _____
3. Program: Regular Extension
4. Sex: Male Female

5. Age: 20-30 31-40 41-50 ≥ 51
6. Your first degree _____
7. Regarding to your MA thesis study, do you believe that your thesis topic is relevant to your title degree award? Yes as well not sure No if your response is not yes, explain why.

8. Have you ever conducted a research study in your undergraduate study? Yes No if you say yes what was your topic/s or your focus area?

9. Do you believe that your thesis topic is relevant to the title of the degree awarded? Yes No what is your MA thesis topic anyway? _____

Part Two: Open Ended Questions to be Filled by Both Instructor and MA Graduate Student Participants

Below are questions prepared for you on the basis of the given problem. Here, you are kindly requested to give your response freely based on your understanding.

1. How do you evaluate the degree of alignment/relevance between master's thesis and the title of the MA degree award at AAU? _____

2. How do the College of Education and Behavioral Studies and Institute of Educational Research at AAU admit post graduate students? Does the AAU have admission policy?

3. Is there research policy that governs the relevance and quality of research by post graduate studies at AAU? Specify how it apply practically: _____

4. How do you perceive the relevant research findings in the improvement of education qualities and the development of the country? _____

5. How does the AAU take measure on the quality of research papers and their relevance to the researcher's profession? _____

6. How do you evaluate the adequacy of time and funding for research studies at AAU?

7. What are the procedures employed by your department in selection and approval of MA research topics? _____
8. What is the role of Administrators and Advisors in evaluating relevant and quality of research studies conducted by post graduate students at your department? _____
9. How do you perceive the knowledge and skill of Instructors in advising post graduate researchers effectively? _____
10. What are the factors that hinder the relevance and quality of MA thesis studies at AAU?

11. What measure should be taken to improve the relevance and quality of research studies carried out by post graduate students at AAU? _____
12. How does your department ensure the relevance and quality of research carried out by post graduate students? _____

Part Three: Likert Scale Questions to be Filled by Both Instructor and MA Graduate Student Participants

Direction: Below are items related to the quality and relevance of research studies at AAU with special emphasis at College of Education and Behavioral Studies and Institute of Educational Research. By using the scale below, rate the level of your satisfaction in the alignment or quality and relevance of research studies that have being done by post graduate students to their MA degree awards at the given area. According to the level of your satisfaction indicate your response by circling one of the following numbers. 1=highly unsatisfied 2 = unsatisfied 3= Undecided 4= Satisfied 5=highly Satisfied

no	Indicators for quality and relevance of research studies toward the Masters degree award of students at AAU particularly at College of Education and Behavioral Studies and Institute of Educational Research	Highly unsatisfi	unsatisfi	Undecid	Satisfied	Highly
1	The performance of Masters students in doing relevant research studies	1	2	3	4	5
2	The status on quality and relevance of research studies that conducted by graduate students	1	2	3	4	5
3	The alignment of master's thesis to the title of the degree awarded	1	2	3	4	5
4	The contribution of graduate research studies in improving quality education	1	2	3	4	5
5	The mechanism that the AAU use to ensure the relevance of master's thesis to the title of the degree awarded	1	2	3	4	5
6	Research and publication office criteria to ensure the relevance of MA research studies	1	2	3	4	5
7	Guidelines for MA students to conduct relevant research studies	1	2	3	4	5
8	Availability of relevant and scientific materials for research work	1	2	3	4	5
9	Funding to conduct MA research and implementing the recommendations of researchers	1	2	3	4	5
10	Adequacy of time and the ability in controlling graduate research activities by advisors	1	2	3	4	5
11	The role of academic administrators and advisors in controlling the quality and relevance of theses by post graduate students at AAU	1	2	3	4	5
12	Advisor and advisee relationships	1	2	3	4	5
13	The overall situation in doing relevant research studies at AAU	1	2	3	4	5
14	The practice ability of masters degree awarded thesis' recommendation	1	2	3	4	5
15	The skill of advisors in advising graduate students	1	2	3	4	5

**Part Four: Likert Scale Questions to be Filled by Both Instructor and MA Graduate
Student Participants**

Direction: Below are items related to the status on the relevance of research studies the case of College of Education and Behavioral Studies and Institute of Educational Research at AAU. By using the scale below, rate the level of effectiveness of the following aspects. Based on the level of effectiveness of the given points, indicate your response by circling one of the following numbers. 1= Not Effective 2=Minimal Effective 3=Undecided 4= Effective 5= Very effective

no	Indicators for relevance and practice ability of research studies which have been done by masters degree awarded graduates at AAU particularly at College of Education and Behavioral Studies and Institute of Educational Research	Not Effective	Minimal	Undecided	Effective	Very effective
1	The extent of the relevance of MA research studies	1	2	3	4	5
2	The relevance of research recommendations to its title	1	2	3	4	5
3	The MA researcher's skill in identifying relevant research problems related to his/her qualification	1	2	3	4	5
4	The role of the AAUs' academic administrators in assuring the relevance of MA research studies and its implementation	1	2	3	4	5
5	The role of instructors in approving the quality and relevance of research studies at AAU	1	2	3	4	5
6	The problem solving ability of research recommendations	1	2	3	4	5
7	The relationship between research problem, its findings and its recommendations given by the researcher	1	2	3	4	5
8	The outcome of research findings in the improvement of relevant/current problems	1	2	3	4	5
9	The contribution of research committees in College of Education and Behavioral Studies and Institute of Educational Research in assuring relevant research studies by graduate students	1	2	3	4	5
10	The skill of graduate researchers in conducting relevant research studies	1	2	3	4	5
11	Availability of relevant and scientific materials for research work at AAU	1	2	3	4	5
12	Funding and time adequacy for conducting relevant research studies by graduate students at AAU	1	2	3	4	5
13	Research policy for conducting relevant MA theses toward the title degree awarded researchers	1	2	3	4	5
14	The relevance of master's thesis to the title of the degree awarded	1	2	3	4	5
15	Advisor and advisee relationship in the overall activities of research studies	1	2	3	4	5

Part Five: Likert Scale Questions to be Filled by Both Instructor and MA Graduate Student Participants

Direction: Below are items related to the situation on Relevance of Masters' thesis to the Title of the Degree awarded the case of College of Education and Behavioral Studies and Institute of Educational Research at AAU. You are kindly requested to respond based on your perception about the Relevance of Masters' thesis to the Title Degree awarded at AAU. According to the level of your perception indicate your response by circling one of the following numbers. 1 = Strongly disagree 2 = Disagree 3 = Undecided 4= Agree 5= Strongly agree

no	Indicators for the Relevance of Masters' thesis to the Title of the Degree awarded at AAU particularly at College of Education and Behavioral Studies and Institute of Educational Research	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Graduate students conduct a research study which is related to the title of the degree awarded	1	2	3	4	5
2	The AAU give attention in conducting relevant research studies	1	2	3	4	5
3	There is a strong relationship between thesis topics and the title of master's degree awarded at AAU	1	2	3	4	5
4	There is a policy frame work which is used as guidance to conduct relevant research study at AAU	1	2	3	4	5
5	The title of MA research papers are always in the area of the researchers' profession	1	2	3	4	5
6	The degree of alignment between master's thesis and the title of the degree awarded is always cross checked by advisors and a given departments' research committee at AAU	1	2	3	4	5
7	The AAU has a mechanism to insure the relevance of master's thesis to the title of the degree awarded	1	2	3	4	5
8	There are favorable factors to conduct relevant research study at AAU	1	2	3	4	5
9	A lot of changes have been come in AAU based on research implementation	1	2	3	4	5
10	The quality of research papers is measured based on the alignment of thesis topics with the title of the degree awarded	1	2	3	4	5
11	Research committees in College of Education and Behavioral Studies and Institute of Educational Research of the AAU have great role in controlling and implementing of the graduate student's research studies	1	2	3	4	5
12	The relevance of research topic's approval have been carried out by research committees and advisors of the IER and the college of education and behavioral science	1	2	3	4	5

13	The outcome of research studies at AAU has great contribution in educational development of the country	1	2	3	4	5
14	Research studies that have being conducted at AAU are relevant to the title of the degree awarded	1	2	3	4	5
15	Masters degree awarded researchers give due attention to the relevance of their research studies	1	2	3	4	5
16	There is a good relationship between thesis topics and the recommendation given by the researcher	1	2	3	4	5
17	The AAU has a check list to approve the quality of research papers in terms of their relevance to the title of the degree awarded	1	2	3	4	5
18	The AAU has a mechanism to measure the quality of research studies with respect of plagiarism	1	2	3	4	5
19	A paper which is not relevant to its researcher's profession has no acceptance by the AAU office of the vice president for research and technology transfer	1	2	3	4	5
20	Graduate students in the AAU are known (excellent) researchers	1	2	3	4	5
21	Masters degree awarded students of the AAU have enough knowledge on how to conduct relevant research studies	1	2	3	4	5
22	Research studies which have been conducted at AAU are simply for promotion no matter about their relevance	1	2	3	4	5
23	The AAU has an admission policy for masters entrance students to control their performance in all rounds	1	2	3	4	5
24	Instructors of the College of Education and Behavioral Studies and Institute of Educational Research at AAU are excellent researchers	1	2	3	4	5
25	Relevance in education is behind relevance research studies	1	2	3	4	5

Appendix 2

MA Thesis Topics Analysis

MA Thesis Topics which were done in 2011/2012 academic year in IER and the selected departments in the College of Education and Behavioral Science at AAU

Part One: List of MA Graduates of 2011/2012 in IER at AAU and their Thesis Topics

no	Researcher name	Thesis topics	Department and program	Suggested department which is relevant to the given topic
1	Araya Teweldemed hn Ambaye	Teaching learning approaches in the Ethiopian defense command and staff college: challenges and prospects	Institute of Educational Research (Regular)	
2	Alemayehu Tegenu Mekuria	Assessment of student misbehavior and coping mechanism: the case of shashemene secondary school	>>	
3	Awgichew Fekade Gebremariam	The practice of curriculum development implementation and evaluation in Ethiopia defense training main department	>>	
4	Bekalu Tadese Moges	Quality of education in general secondary government schools in Debremarkos town	>>	
5	Daniel Teshome Woldekiros	Determinants of student dropout in government primary schools in Addis Ababa city administration city administration in Akaki-Kality Sub city	>>	
6	Gezu Urgessa Megerssa	The status of teacher development program in Oromia college of teacher education	>>	
7	Mengistu	Achievements challenges		

	Lamaro Labebo	and prospects in implementing school mapping and micro planning project: the case of Wolayta zone	>>	
8	Mohammed Geta Kassa	An investigation on the relationship between achievement goal orientation, approvals to learning and academic achievement of college students: the case of Bonga college of teacher education	>>	
9	Seyum Mehari shimuye	Involving student in planning and implementing a lesson to promote active learning: the case of Assaita teacher's college	>>	
10	Yohannes Mekonen	The status of implementing outcome based TVET in Major general Mulugeta Buli teaching college: challenges and prospects	>>	
11	Yenenew Ali Tshome	Principles instructional leadership effectiveness and influencing factors in preparatory schools in south wollo zone	>>	
12	Tanga Babulo Kuma	The challenges and practices of pre-schools in Dawuro zone	>>	
13	Tekelegerima Zenawi G/mariam	Quality and implementation of research studies in Tigray region college of teacher education	>>	
14	Addisu Brha W/gebriel	The prevalence of plagiarism and its implementation to quality of education: the case of Addis Ababa University	Extension	
15	Berhanu Gudeta Kumessa	An assessment of the implementation of NEAF in Oromia region: the case of ODA. Implemented in Dalo-Mana worwda	>>	
16	Birhanu	The role of civics and		

	Jibril Gelaneh	ethical education in the development of students' behavior: the case of Kokebe Tsebah preparatory school	>>	
17	Frehiwot Zewdie Felleke	Academic performance of children in a institutional care: the case of Selame children,s Village	>>	
18	Kassahun Dingetu Shenga	Female students stream choice in preparatory school vis-à-vis the 70:30 ratio policy in Addis Ababa: the case of Medhanialem secondary and preparatory school	>>	
19	Nebiyu Tekle Niznepo	Assessment of educational technology and its application through E-Learning: the case of Kotebe College of teacher education	>>	
20	Tariku Kassa Ambaye	The status and determinants of educational research practices	>>	
21	Tewodros Habte Weldeleoul	Inclusion in Ethiopian higher education institutions: the case Addis Ababa University	>>	
22	Zebiba Hassen Mohammed	Assessment of the promotion of female education made by NGO: the case of Jerusalem children and community organization	>>	
23	Tigist Awelu Hassen	The role of leadership towards effectiveness of school improvement program: the case of Addis Ababa city administration	>>	

Part Two: List of MA Graduates of 2011/2012 in Educational Leadership and Management at AAU and their Thesis topics

no	Researcher name	Thesis topics	Department	Suggested department which is relevant to the given topic
1	Abdi Yasin Sali	The practices and problems of human resource training and development of secondary schools' principals in West Hararge zone	Educational leadership and management	
2	Abebe Defersha Woyessa	The role of school principals in the implementation of CPD program in the governmental primary schools of nekemte city administration	>>	
3	Abera Abate Abebe	The contribution of NGO's working in education pastoralist Afar region the case of zone	>>	
4	Aklilu Zerihun Ejigu	Comparative study on leadership styles of public and private secondary school principals in Addis Ababa city administration	>>	
5	Alemayehu Tilahun	The leadership effectiveness of secondary school in North Shoa zone of Oromia	>>	
6	Asmare Teshome	Factors affecting teachers' to carry out action research: the case of some selected secondary schools in Illubabor zone	>>	
7	Asrat Dereb Ebessa	The relationship between emotional Intelligence and leadership effectiveness of Bahir Dar University Academic leaders as perceived by instructors	>>	
8	Bahailu Mengistu	An investigation of leadership development strategies in selected	>>	

		governmental bureaus: the case of Oromia regional states, Ethiopia		
9	Bayissa Badada Badassa	The relationships between department head's leadership styles and teacher's performance at the public service College of Oromia	>>	
10	Batta Tsemato	Leadership practice and its contribution to student performance in secondary cycle primary schools of Gamo gofa zone	>>	
11	Diribsa Feyisa	Practices and problems of school based instructional supervision in government preparatory schools of west Shoa zone	>>	
12	Efa Sembeta Kelbesa	A study of the current practices and problems of teachers' performance appraisal system in government secondary schools of West Wollega zone	>>	
13	Eshetu Ayenew Gebre	An assessment on human resource training and development in selected woreda education offices of Dawro zone	>>	
14	Galgalo Liben Wako	Opportunities and challenges of primary school cluster resource centers in pastoral woredas of Borena zone: Oromia regional state	>>	
15	Ketsela Nigusie	An assessment of leadership challenges in secondary school of East Arsi zone	>>	
16	Koster Gudu Gemedda	Implementation of government financed educational project under decentralized management in Guji Zone Oromia	>>	

		region state		
17	Legesse Cheka Debele	The problems of management of primary school cluster resource centers in Oromia special administrative zone surrounding finfine	>>	
18	Mekasha Tadesse	Assessment of government technical and vocational education and training college teachers' perception toward their leaders' ethical leadership behavior in south Wollo zone	>>	
19	Nasser Allewi Umer	An assessment of teachers' performance appraisal in selected Gurage zone governmental secondary schools	>>	
20	Nurbabret Beshir Maruta	An assessment of the major problems of women's participation in educational leadership in Gurage zone	>>	
21	Tadesse Abera	Practice and challenges of transformational leadership in government secondary schools of Gamo goffa zone	>>	
22	Tadesse Moltumo Manedo	Survey of practice and challenges of school leadership in secondary schools of Hadiya zone	>>	
23	Techane Wekjira	Study on major problems in managing educational projects designed and implemented by NGO's in North Shoa zone Oromiya	>>	
24	Tekalign Dendena Derra	Educational leadership practice and problems of government secondary schools principals in Adama administrative city	>>	
25	Tesfaye Belachew Gidiyelew	An assessment of government secondary school principals'	>>	

		leadership capacity challenges in Bale zone		
26	Tilahun Abera Zeleke	The current and practice of school based continuous professional development and its Effects on teachers performance in government secondary schools of special zone of Oromia Regional state	>>	

Part Three: List of MA Graduates of 2011/2012 in Educational Policy at AAU and their Thesis Topics

no	Researcher name	Thesis topics	Department	Suggested department which is relevant to the given topic
1	Derese Simegnew	Planning and managerial problem of secondary school: the case of Arada sub-city	Educational Policy	
2	Deiensa Muluken	The current status, practice and problem of continuous assessment in south Gonder secondary schools	>>	
3	Girma Moges	The implementation of education quality audit and assurance policy: the case of Defense university college	>>	
4	Ketema Beyecha	Practices and problems of school improvement program implementation in secondary schools of north shoa zone	>>	
5	Ketema Tefera Rassa	Practice and problems of implementing school improvement program in government secondary schools of Horro Guduru W olega zone	>>	
6	Kuma Gtahun Ayana	An assessment of factors that affect quality of nursing services in the hospitals Addis Ababa city	>>	

		administration		
7	Lemessa Ayana	Community participation in improving quality of education: the case of Nekemt city administration	>>	
8	Mengstu Feye	Assessment of progress towards universal primary education for all by 2015: the case of bale zone of Oromia Regional state.	>>	
9	Milkyas Slomon	Single sex Vs co-educational schooling which works better for Girls in catholic schools	>>	
10	Obidake Kehinde Yemi	Perceptions towards secondary school infrastructure in District VI Oshodi/Lagos state Nigeria	>>	
11	Tariku Chufamo Ergno	A study on the factors affecting the internal efficiency of general secondary schools: the case of Hadyyia zone SNNPRS	>>	
12	Tayachew Ayalew Tegege	Effects of dropout and repetition on internal efficiency of government primary schools of east Shewa Zone: implications for policy and planning	>>	

Part Four: List of MA Graduates of 2011/2012 in Human resource and Organizational Development at AAU and their Thesis topics

no	Researcher name	Thesis topics	Department	Suggested department which is relevant to the given topic
1	Behailu Fanta	Leadership style and school climate in government senior secondary and preparatory schools of Gambella region	Human resource and Organizational Development	
2	Berhanemeskel Nigussie	Organizational culture at Assela college of teacher education	>>	
3	Daniel Haile	Practices and problems' of		

	Woldu	teachers' performance appraisal in government secondary schools of Eastern zone of Tigray region	>>	
4	Demissie Dalelo Hankebo	An assessment of factors contributing to education wastage in secondary schools of Kembata Tembaro zone	>>	
5	Diriba Tafese	The practice and challenges of cluster primary schools supervision in government and private second cycle primary schools of Burayu administrative town	>>	
6	Eba Lenjisa Ulfata	The relationship between organizational culture and employees' performance of academic staff at Jimma University	>>	
7	Giorgis Aklilu W/giorgis	An assessment on transformational leadership development practices of Ethiopian management Institute: Implications for growth and transformation (GTP)	>>	
8	Hailemariam T/haimanot	The link between organizational culture and change at Major general Hayelom Araya Military Academy Ministry of National Defense	>>	
9	Hiwot Befekadu	An assessment of the socio-cultural barriers to women's participation on secondary school principalship in Gulele sub city, Addis Ababa	>>	
10	Karo Tamene	An assessment on the practice of knowledge management in Government TVET Cllege in Oromiya	>>	

11	Markos Lema	An assessment of human resource development and utilization practices and problems of Wereda education office in Hadiya zone SNNPR	>>	
12	Nebiyay Gizachew	Talent management practices in selected federal civil service institutes in Addis Ababa. The case of Ministry of finance and economic development and Ministry of education	>>	
13	Tegenu Girma	The practice and challenges of strategic planning formulation and implementation process in Arbaminch University, SNNPR	>>	
14	Zewditu Defa	An assessment on the practice and challenges of recruitment selection and placement of teachers in educational offices of East Wollega zone	>>	

Part Five: List of MA Graduates of 2011/2012 in Curriculum and Teacher Professional Development Studies (Curriculum and Instruction) at AAU and their Thesis topics

no	Name	Thesis topics	Department and program	Suggested department which is relevant to the given topic
1	Ababu shimelise Ayele	Teacher, student and community participation in primary schools improvement program: the case of selected schools in North shoa zone in Amhara regional state	Curriculum and Teacher Professional Development Studies: Curriculum and Instruction (Regular)	
2	Addisu Gute Sharo	Practice and challenges of school-based instructional supervision in government secondary schools of East Wollega zone of Oromia	>>	

		region		
3	Andante Tibebu Workineh	Teaching in large classes of West Harargie zone General Secondary schools: challenges and prospects.	>>	
4	Bekele Balcha Balango	Teacher student interaction in science classrooms in selected second cycle primary schools of kucha Woreda, Gamogofa zone	>>	
5	Berihulay Brhane Kidane	Implementation of problem solving approach in some selected secondary schools of Addis Ababa city	>>	
6	Eskndr Tekola Asrate	The practice and challenges of teacher induction program in Nifassilk Lafto sub-city government general secondary schools of Addis Ababa	>>	
7	Feleke Delelo Handiso	The practice and challenges of teachers' continuous professional development in primary schools of Halaba special Woreda, SNNPR	>>	
8	Fuad Ali Kedir	The status of research activities among teaching staff of Debre Brhan University	>>	
9	Getachew Tumssa Robi	Evaluation of the implementation of Kindergarten curriculum objectives and Assessment techniques in Hawassa Town	>>	
10	Gizat Tadesse Tiruneh	Teachers continuous professional development: in secondary schools of East Shoa zone	>>	
11	Gossa Burayu Leta	The practice and challenges of teachers' continuous professional development program in selected secondary schools of Jimma zone	>>	
12	Hailu Trefe Kelele	The practices and challenges of implementing continuous assessment in selected first		

		cycle primary school of Sinana Woreda Oromiya region	>>	
13	Lemessa Abdi Negesso	The implementation of school improvement program in secondary schools of East Wollega zone	>>	
14	Mengistu Girma Ayele	Attitudes of teachers towards instructional media in some selected preparatory schools	>>	
15	Mohammed Aman Abdi	The implementation and challenge on the use of information and communication technology in Mettu teacher College.	>>	
16	Mohammed Tufa Simile	The implementation of chemistry practical work in secondary schools in West Shoa of Oromia region state	>>	
17	Muluaten Girmay Redia	Assessment of factors affecting the implementation of school improvement program in government secondary schools of Kirkos sub city administration of administration of Addis Ababa	>>	
18	Selamawit Ayalew Tessema	Factors contributing to students disciplinary problems in the two selected high schools of Hawassa	>>	
19	Teferi Negash Biru	An assessment of the implementation of practicum in teacher education College of the Oromia regional state	>>	
20	Yismashewa Aklil Sahile	The availability of and utilization of instructional materials in selected preparatory schools of Kebata Tembaro zone of SNNPR	>>	
21	Zerihun Takele Mane	Preparing students in science and mathematics in Bedassa preparatory school of west Harerge Zone	>>	
22	Degu Terefe Wassie	Major Factors affecting the academic achievement of in		

		service Trainees: the case of Kotebe College of Teacher Education	(Extension)	
23	Mohammed Hassen Shibeshi	General secondary teachers school teacher's attitude towards teaching profession: the case of Addis Ababa	>>	
24	Tadele Wendmu Sebsebe	Availability, utilization and challenges on technology integration in teaching and learning English as a foreign language: the case of English department at Addis Ababa university	>>	
25	Esubalew Nebebe Mekonnen	Urban poverty implication on educational conditions of children, the case of three selected government primary schools in kirkos sub-city, Addis Ababa Ethiopia	>>	
26	Tsegaye Nigusie Arregaw	Practice and challenges in implementing continuous assessment: the case of Bole sub-city government first cycle primary schools	>>	
27	Mesfin Hailu W/mariam	Evaluation of the implementation of environmental science syllabus in some selected government primary schools of Gullele sub-city Addis Ababa city administrative town	>>	
28	Samuel Tilahun Tadese	The effect of domestic violence on children's education: the case of few students in the primary schools of Addis Ketema sub-city, Addis Ababa	>>	
29	Addis Tfera Ymam	An assessment of the integration of environmental education in government secondary schools in Addis Ababa: the case of grade ten subjects	>>	
30	Zergaw	The contribution of		

	Lema Worku	extracurricular activities in promoting the teaching learning process: the case of some selected government schools in Akaki sub-city, Addis Ababa administration town	>>	
31	Mekete shiferaw Bekele	The practice and challenges of instructional supervision in private primary schools of Wreda 3 of Nifas Lafto sub-city	>>	
32	Brhane Teka Fanta	The practices and challenges of teacher educators in conducting research: the case of three Colleges in Addis Ababa	>>	
33	Ephrem Tekle Yacob	The implementation of induction in preparatory schools of Addis Ababa	>>	
34	Azeb Brhane Gbru	The implementation of active learning method in Debremarkos University at the college of natural science and computational studies	>>	
35	Gebissa Merga Denbi	A study on the implementation of the pedagogical elements of grade nine mathematics syllabus: the case of some selected government secondary schools in Addis Ababa city	>>	
36	Teklemedhn Tfera Gashaw	The status of HIV/aids education in preparatory of Gullele sub-city Addis Ababa	>>	
37	Nathnael Abay Gebru	Comparative analysis of the major challenges and opportunities of female students in secondary schools of Bole and Keka sub-cities	>>	
38	Dawit T/selassie Mandefro	The attitudes and achievement of female students on mathematics in some selected general secondary schools in Addis Ababa city	>>	
39	Dejen Mola	Educational conditions of		

	Meshu	students with disabilities in integrated classroom the case of some selected governmental preparatory school in Addis Ababa	>>	
--	-------	---	----	--

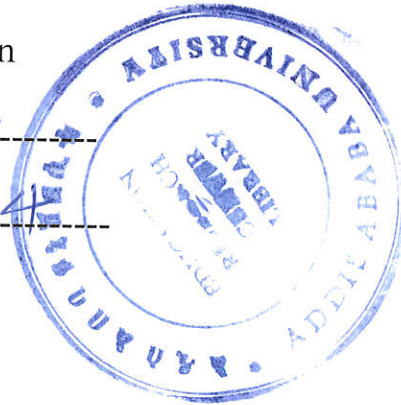
Declaration

The thesis is my original work and that all sources of materials used for the thesis have been duly acknowledged.

Name: Tewelde Gebremedhn

Signature: -----

Date: 21/06/2014-----



Place Addis Ababa University

This thesis has been submitted for examination with my approval as a university advisor

Signature: -----

Dr. Mulu Nega

June 2014

Addis Ababa, Ethiopia